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ABSTRACT

Presented is a curriculum guide on daily living skills developed as part of the Adjustment to Blindness Program of the Greater Pittsburgh Guild for the Blind. Objectives and learning activities are described for the following four units: table orientation and eating skills, personal grooming, special needs (including telephone use, money handling, and package wrapping), and shopping and marketing. (CL)

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professional series 5

TECHNIQUES OF DAILY LIVING

A Curriculum Guide

Mary E. Wehrum, B.S.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GREATER PITTSBURGH GUILD FOR THE BLIND

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FOREWORD

Techniques of Daily Living

This curriculum guide provides the instructional outline currently employed in developing the teaching-learning strategy of the Techniques of Daily Living Course at The Greater Pittsburgh Guild for the Blind. Mrs. Mary E. Wehrum has been primarily responsible for the current updating of the Guide. She has given continuous study and evaluation to the process by which a Trainee develops relevant daily living skills. The resultant Guide is offered as a resource to other specialists in augmenting their own programs. It is not a daily Techniques of Daily Living manual. It is offered to the expert instructor as a strategy that should be helpful in structuring a developmental Techniques of Daily Living Course for a particular Trainee.

The units are organized to provide a cumulative vertical and horizontal development over a period of time. Suggested learning experiences emphasize using the total community environment rather than limiting most learning to the classroom. Proper use of this Guide should facilitate the specialist in aiding a Trainee to achieve both confidence and efficiency in using his remaining senses to perform those necessary tasks involved in daily living.

Roseann B. Reid, Ed.D.
Educational Consultant

ACKNOWLEDGMENTS

This Curriculum Guide is representative of the information, experience, and creativity of a number of experienced instructors over the past 16 years. In an endeavor such as this, it is always difficult to isolate and acknowledge individuals and expound upon the significance of their contributions. Not withstanding, we would be greatly remiss if we did not express extreme gratitude and indebtedness to the more than 1000 blind men and women Trainees who have participated in personal adjustment training at The Greater Pittsburgh Guild for the Blind. We learned a lot from them. These individuals of various backgrounds and ages helped us to understand and analyze the effects of visual deprivation and how this deprivation could be overcome. Without their assistance and cooperation, this Guide would not have been possible.

Special thanks is given to Kenneth C. Wojtczak, B.A.; and Sharon J. Piekut, B.A., Educational Department Instructors, and Kathleen M. Huebner, M.Ed., Mobility Specialist, for their contributions to the current revision of this Guide.

We also wish to acknowledge the expertise and creativity of Roseann B. Reid, Ed.D., our Educational Consultant. Along with her, we must especially acknowledge L. Leon Reid, Ph.D., Director, who has provided dynamic leadership over the years, and insisted that this knowledge be available to other professionals in the field of blindness. Our thanks also go to Patricia L. Larkin, B.A., editor of *The Guild Approach* (our newspaper), for her corrections and suggestions.

And finally, a special note of gratitude is extended to the instructors and specialists who over the years have contributed ideas and experiences in the teachings of Techniques of Daily Living. Those individuals include: Minnie E. Susman, L.L.B.; Joseph T. Fay, B.S.; Karen Fant, B.A.; Linda Ritz Olson, B.S.; Alicia Lewis, B.S.; and Patricia Kuszyk, B.S. The results of these efforts is a Curriculum Guide which we hope will be of great benefit to all blind persons.

M. E. W.

We thank the following Trainees pictured in this Curriculum Guide: Wanda Adams, Donald Burgy, Elmer Hitchins, Ann Hughes, Fr. Anthony Marion, Earl McGee, Howard Mooney, Vera Pope, Mary River, Dorothy Sarni, Patricia Schaming, Florence Vaughn, Jerauld Vaughan, Loretta Waddell, Mike Wilson, Ron Wilson.

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INTRODUCTION

The loss of independence in caring for daily personal needs and activities is often humiliating and frustrating for the newly blinded person. The Techniques of Daily Living Course (often referred to as activities of daily living—herein to be termed TDL, to emphasize the learning of techniques which allows one to perform the usual activities of daily living) is designed to help the Trainee (blind person) overcome these difficulties and frustrations by developing the proper methods for independently performing familiar tasks in a safe, efficient and confident manner. When the Trainee enters the program, an initial evaluation is conducted. During the first few days of residency, analytical observations are made of the Trainee's abilities in unpacking and organizing his belongings, grooming habits, eating, and ease in the dining room situation. These data, in addition to the Trainee's physical condition, the amount of residual vision, if any, the prognosis of retaining that residual vision, and the expected lifestyle after finishing the program are used as the criteria for establishing the program for a given individual.

For the majority of adventitiously blinded Trainees who require non-visual emphasis, instruction is usually provided three times a week for fifteen weeks. Classes are generally structured on a four-to-one ratio in homogenous groupings. However, when developing skills and abilities in shopping and marketing, the ratio is usually on a one-to-one or two-to-one basis.

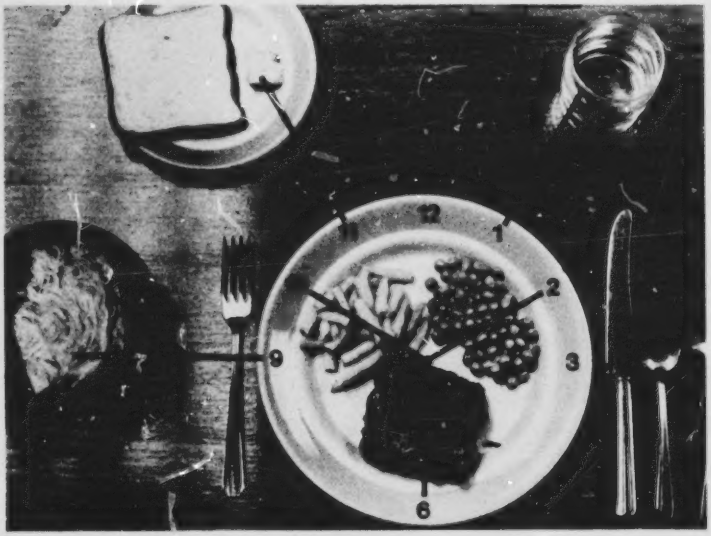
The congenitally blind person who enters the Guild's program is usually lacking in concepts and social skills, making it difficult or impossible for him to compete with his sighted peers. The initial evaluation is a more extensive one in order to assess more definitively present concepts, understandings, and skills. For example, a detailed check list is used to establish such eating skills as identification of eating utensils and the ability to scoop, spear, spread, cut, and pour; and such grooming skills as lathering, washing, shampooing, dressing, tying, buttoning, and pinning. In that many of the skills to be developed are new skills, a more intensive and extensive instructional program is necessary. Class groupings are limited to two or three Trainees, and it is usual for the Trainee and instructor ratio to be on a one-to-one

basis for some specific skills. Instruction in a number of areas is a simultaneous on-going process. Classes are usually scheduled three time a week for developing eating techniques, twice a week for developing grooming techniques, and two periods a week devoted to other techniques of daily living. Additional individual instruction for developing eating techniques is also provided at mealtime whenever needed.

The objectives, learning experiences, and techniques suggested in this Guide have evolved over a period of 16 years. Modifications have been made as instructors have worked with more than 1,000 blind Trainees. The total objective is used as a basis for selecting appropriate learning experiences as well as a basis for evaluation. Within the suggested learning experiences it is not the intention to describe every technique that is used to perform a given task satisfactorily. These learning experiences and techniques are representative, and are not all-inclusive. It must be further recognized by the reader that success in achieving objectives in the Techniques of Daily Living Course also depends upon the application of skills acquired in related courses. Communication with staff members in related areas is, therefore, mandatory. When detailed techniques are described in the Guide, the directions given are for a right-handed person. Modifications would also need to be made for an individual with an additional disability that interferes with a particular activity.

It must be understood by the reader that even though the adventitiously blind person is restoring old skills it is usually necessary to be extremely explicit in giving instructions. When vision is lost to any significant degree, confidence in the remaining senses is also lost and tends to result in the total disorganization of the sensorium.

A constant reference is made to the "clock system" for orientation to objects on a plate and around the plate. This is merely the visualizing of a clock face onto a dining plate and that area around it, which allows the sighted companion to assist the blind person in finding his food and other items in the eating situation. As pictured, the salad is at 9 o'clock, the bread and butter are at 11 on'clock, the glass of water is at 1 o'clock. On the plate, the peas are at 2 o'clock, the steak at 6 o'clock and the green beans at 10 o'clock.



This is commonly used with the untrained blind until he has achieved the technique of orientation and food identification.

While the unit on Eating and Table Orientation is always the initial unit of instruction, experiences in this area cannot be limited to a set block of time. Instruction continues throughout the Trainee's program until he is completely confident and comfortable when dining with others. Observations made by the instructor during regular mealtimes determine to a great extent the skills which need to be initiated or reinforced. The Trainee should also be informed that eating techniques developed are not "blind" techniques per se; they can be found in most books on etiquette for sighted people. Learning experiences are not confined to the classroom and daily meals. Parties planned by the Trainees are a deliberate, integral part of the training program. These social experiences provide the opportunity for the Trainee to apply acquired skills in an informal social setting and also aid the Trainee and instructor in evaluating the level of proficiency attained. Additional class time is scheduled to reinstruct or reinforce skills when necessary.

The initial classes in personal grooming are sometimes difficult for both the Trainee and the instructor because of the personal and sensitive nature of the subject matter. A casual, friendly atmosphere is promoted by providing coffee or tea for the class. For achieving a given objective a Trainee may have devised successful techniques of his own. Once the effectiveness of the techniques has been evaluated by the instructor they may be shared with the group. The instructor provides information concerning new products on the market in relation to each objective. The suggested learning experiences and procedures in the area of personal grooming are not intended as a complete hygiene course. There is no difference, for instance, between the way a sighted and a blind person showers or shampoos. The recommended techniques described have been found to be helpful in safely and efficiently dealing with the problems created by a functional loss of vision. If a Trainee has already established a safe and efficient method in performing a given task, he will be advised to continue in the same manner. Nevertheless, he will take part in the initial discussion related to a given objective. If, on the other hand, he has devised techniques which are unsafe and inefficient, these will be discussed and further instruction given.

A detailed progress chart on each Trainee is maintained and the degree of proficiency for a given objective is noted. Progress charts can be found on pages 95-97. These progress charts are available on a daily basis for instructors in related courses. Observation by and communication with other instructional staff members and counselors on the Trainee's performance outside of class is an important part of the instructional process. Communication of this data is important for the constant reinforcement of skills and the planning of additional learning experiences. The atmosphere of a residential agency is a tremendous asset to the restoration of daily living skills.

The instructor who uses this Guide must have a thorough understanding of teaching principles and an expert knowledge of the blind Trainee. With this knowledge and understanding he will have the ability to adapt and/or modify the suggested objectives, learning experiences, procedures, and evaluative techniques suggested in this Curriculum Guide.

M.E.W.

UNIT I
TABLE ORIENTATION AND EATING SKILLS

OBJECTIVE A:

The Trainee will gracefully seat and orient himself to the dining table. In doing so, he will meet the following criteria:

- –use the trailing technique to locate his chair and align himself with his place setting,
- –use the trailing technique to familiarize himself with his place setting,
- –place and replace small items on the table without accident, and
- –replace the cup in its saucer without accident and/or noise.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Systematic Investigative, and Visualization.

Problems and/or differences in eating habits since the onset of blindness will be related by the Trainee. Examples: A preference for casserole dishes and sandwiches because they are more manageable; having meat cut for him; not partaking in family or buffet type meals; frequently bringing empty eating utensils to the mouth; and greater frequency in upsetting glassware. Following this, the instructor will explain the scope of Unit I, briefly describing some of the techniques which have proven successful for other Trainees with similar eating problems.

The Trainee will be shown a method for approaching the table. He will practice approaching the table with one arm in a natural position down and slightly in front of him so that his fingertips will locate the edge of the table, and trail the table to locate the chair. When seating himself, a comfortable distance from the table will be established with both sides of the body equidistant from the table. Any adjustments necessary will be made in order to be in alignment with the place setting.

To systematically investigate the table setting, the Trainee will practice using the following trailing technique: the hands will rest lightly on the table with the fingers curved in a relaxed manner and in contact with the surface of the table. Slowly and systematically the china, glass, and flatware in the place setting will be

located and identified. The same trailing technique will then be used to locate items such as salt and pepper in the common area of the table.

Note: *The Trainee will be encouraged to apply this skill to all of his daily activities, such as locating a bottle of perfume on a dresser or a tool on a workbench.*

Various types of place settings will be used for practice. The Trainee will be encouraged to visualize items and state the occasion for which they would be appropriate.

Instruction will be given to the Trainee in placing or replacing small items, such as salt and pepper shakers or a water glass on the table. In doing so, the little finger will be extended down from the base of the object to check for available space prior to setting it down.

A safe method for returning a coffee cup to the center of the saucer will be demonstrated and practiced. After using kinesthetic memory to relocate the saucer, the middle finger of the holding hand will be extended so that the tip of that finger touches

the bottom edge of the cup. When the Trainee feels the center ring of the saucer, he will withdraw the finger and set the cup down.

Suggested Experiences for Further Evaluation

Throughout the remainder of his program, the Trainee will seat himself in the dining room for meals and orient himself to the different place settings.

OBJECTIVE B:

The Trainee will be able to locate, differentiate, and season foods. In doing so, he will meet the following criteria:

- –use a systematic procedure to locate the various foods on the plate,
- –identify foods or type of food using size, shape, consistency, texture, and odor as cues,
- –determine eating technique to be employed using characteristics of the food as the cue,
- –identify salt and pepper by weight and texture,
- –season a container of food using the perimeter as a guide, and
- –season one of several foods on a plate using his utensil as a guide for placement.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic

It will be explained that the Trainee must use the utensils as an extension of the hands in order to identify food items and to determine their placement on the plate. The size, shape, texture and consistency of various foods that can be used as cues will be discussed, such as pork chops, ham slices, chicken breasts, mashed and french fried potatoes, string beans, and carrot slices.

The Trainee will be introduced to a systematic investigative procedure for locating and identifying food on a plate. For the initial experience, meat, mashed potatoes and a small vegetable are used. The fork will be held horizontally with the prongs up so as to touch but not spear the food. Starting at the six o'clock position, the fork will be moved in a clockwise patting motion and the various foods located, described, and identified. At this time those cues which are most helpful will be noted for the particular food. In addition to the cues of size, shape, texture, and consistency, the Trainee will be encouraged to use his olfactory sense to assist in food identification.

Experience will be provided with a variety of food combinations. These experiences should give further skill in discriminating between a soft, but whole substance, such as mashed potatoes, and a soft, but free substance, such as rice; between servings of different kinds of vegetables, such as corn, beets, broccoli; between servings of a single vegetable and a serving of mixed

vegetables. While the Trainee may not be able to identify the specific foods which have similar characteristics, such as spinach and swiss chard, french cut beets and french cut carrots, mashed squash and mashed potatoes, he will know whether he must cut, spear, scoop, or pick up the specific food.

Proficiency in seasoning a selected food from others that are on the plate, as well as seasoning an entire container of food will be practiced. To differentiate between salt and pepper and to establish the pouring rate of a particular shaker, the Trainee will shake a very small amount of each into the palm of his hand and feel it with his fingertips. The textural and weight differences between the two will be noted. The procedure will be repeated until consistent accuracy in differentiating has been achieved. In seasoning the entire contents of a container, one hand will rest on the outer edge for spatial awareness. Examples: salad in bowl; side dish of vegetables; glass of tomato juice.

In seasoning one of several items on a plate, previously learned skills will be employed to systematically locate the item. Holding the fork with the prongs resting on approximately the center of

that food for spatial awareness, the seasoning will be applied.

Note: *It will be pointed out that the same technique can be used to locate a finger food which is on the same plate with a non-finger food. Example: To pick up a pickle which is resting on a plate next to a portion of potato salad.*

Suggested Experiences for Further Evaluation

Throughout the remainder of his program, the Trainee will demonstrate, at mealtime, the ability to differentiate between foods, salt and pepper, and to season his food.

OBJECTIVE C:

The Trainee will use the continental method to cut and eat food. In doing so, he will meet the following criteria:

—locate the cutting edge of the knife by the curve,
—raise the fork to his mouth in the continental manner used for cut foods, and
—use a systematic method to cut food into bite-size pieces.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Systematic Investigative, Visualization and Auditory.

The continental method of cutting foods will be explained. The Trainee will be assured that it is a socially acceptable technique in this country as well as abroad, and that it is also one that can be easily mastered with minimal practice. The Trainee will be encouraged to recall recent experiences of cutting and eating meat in the American style so that he can analyze why that procedure often caused rather than solved his problem. He will also be given the opportunity to ask questions for further clarification.

A method of accurately identifying the cutting edge of the knife will be shown. While holding the knife by the handle in his right hand, the Trainee will trace both edges of the blade with the thumb and index finger of the same hand. The outward curve will be used to identify the cutting edge. The Trainee will be encouraged to form the habit of always setting the knife across the top of the plate with the cutting edge toward him to eliminate the need to examine the knife except at the beginning of the meal.

In preparation for cutting and eating foods, the Trainee will

practice holding and raising the fork to his mouth in the continental manner, which provides ease of movement and good control. The fork will be held in the left hand with the prongs pointed downward, the handle cushioned in the palm of the hand, and the index finger extended along the back of the handle with the tip of the finger resting in the curve just above the prongs. Practice will be given in holding the fork, moving it to the plate as to secure food for cutting, and raising it to the mouth without changing the grip or turning the wrist.

Experiences will be provided in which the Trainee will employ and practice cutting techniques with foods of various shapes, sizes, textures, and consistencies. For initial practice, a slice of raw potato is used as it simulates a slice of meat having definitive shape, size, and texture (and is more economical to use for practice than meat). After orienting himself to the place setting, the Trainee will hold the fork and knife, as previously described, and determine the size, shape and position of the potato on the plate. Ideally, the potato (meat) should be horizontally across the six o'clock position to eliminate cutting across other foods. If nec-

essary, the Trainee will turn his plate. He will then spear the meat about ½ inch from the left edge; cut across the slice about ¼ inch to the right of the fork; and listen for and feel the knife contacting the plate during the cutting. When the cut is complete, the knife will be placed flat on the large piece to the right holding it in place while the fork is raised. This indicates whether the piece is completely severed and eliminates the possibility of raising the entire portion. If it is not, the tug on the fork will provide feedback that more cutting must be done. The fork will be held in the same manner to eat the food. Visualization of the potato will be encouraged as the Trainee cuts the remainder, tactually determining the constant change in size and shape. Pieces estimated to be longer than an inch will be cut in half. Accurately estimating bite-size pieces often requires much practice and feedback.

The Trainee will practice using the cutting technique on foods which have different characteristics. With bone meats, such as chops or steak, the Trainee will locate the bone with the knife and fork and turn the meaty portion toward himself. The meat will be held securely with the fork, cut in its entirety from the bone, and

treated as a boneless meat. The same method may be applied to lobster tails, stuffed shrimp, and chicken breasts.

With foods which require cutting, but which do not have the solidity to stay on the fork, the Trainee will slide the knife under the cut pieces and gently push it upward on the prongs to fasten it securely to the fork. This technique may be applied to eating thinly sliced meats, such as cold cuts, lettuce, and some crisply cooked vegetables.

Instruction will be given as needed to the Trainee during his regular meals.

Suggested Experiences for Further Evaluation

The Trainee will be encouraged to evaluate with the instructor his experiences in cutting and eating in social situations outside of the Guild.

OBJECTIVE D:

The Trainee will efficiently use two appropriate utensils for eating a food. In doing so, he will meet the following criteria:

- –determine the appropriate utensils to use for the food involved,
- –use a systematic method to obtain a reasonable portion of food,
- –maintain a neat arrangement of food on the dinner plate,
- –avoid pushing food from the plate to the table, and
- –avoid spilling food on his clothing.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orienta-

tion, Systematic Investigative, and Visualization.

The instructor will demonstrate the back-up technique and explain its three-fold purpose: (a) it maintains the separation of the various foods on the dinner plate so that each mouthful may be chosen, (b) it controls the amount of food on fork or spoon, and (c) it prevents pushing food from plate to table. It may be explained as one utensil acting as a wall against which food is scooped or speared. In general, the knife is used as the back-up utensil for food on the dinner plate, and the spoon or fork for desserts and molded salads.

Initially, the back-up technique will be practiced using the knife and fork to eat peas and potatoes which are on the same plate with meat. To do so, the Trainee will, for each bite, locate that portion with his fork, place his knife horizontally in front of the fork, and scoop under the peas until the fork touches the knife. The food will be raised against the knife and then conveyed to the mouth.

Practice will be provided in eating foods which require the same technique and utensils, such as rice, kernel corn, mixed vegetables, creamed potatoes, goulash and stew.

The Trainee will employ the back-up technique using the fork and spoon to eat salads and desserts, such as jello salads, apple cobbler and layer cake.

Experience will be provided in using the knife as a back-up tool for those foods which require spearing. Example: string beans. Locating the beans on the plate, the knife will be placed diagonally across the tip of the fork to act as a wall. After the beans are speared, the fork is brought in contact with the knife to secure the beans.

Experience will be provided in using the fork and the soup spoon for eating spaghetti. Using these utensils to wind the spaghetti on the prongs of the fork has proven most successful. Emphasis will be given to: (a) bringing the tip of the fork in contact with the bowl of the spoon rather than in contact with the plate to prevent obtaining an excessive amount; (b) stopping when there is no longer a resisting pull on the turning fork.

The fork, held upright, will be used to secure slippery or oddly-shaped foods, such as a canned peach half, pineapple slice

or frozen ice cream, while cutting a portion of that food with the edge of the spoon.

Suggested Experiences for Further Evaluation

The Trainee will use the back-up and anchoring techniques during regular meals throughout training.

OBJECTIVE E:

The Trainee will obtain from serving dishes foods such as butter and jam and spread them on bread, rolls, or biscuits at the table. In doing so, he will meet the following criteria:

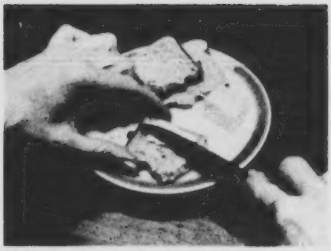
- –use the trailing technique to locate the serving dish,
- –determine the product's position, size, and shape using a systematic investigative procedure,
- –obtain an appropriate amount of the product using measurement and/or weight estimation,
- –use the trailing technique to locate the plate to which the product is to be transferred,
- –place the product on the plate using tactual and auditory cues for placement, and
- –spread the product on the entire surface of a moderate size piece of bread or roll without breaking the bread product or getting the spread on his fingers.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Systematic Investigative, Weight Estimation, Measurement Estimation, and Visualization.

The Trainee and the instructor will discuss problems the Trainee has had in obtaining appropriate amounts of spreadables from serving dishes. Examples: stick of butter, bowl of mayonnaise, bowl of jam.

Experience and practice will be provided in obtaining appropriate portions of hard and soft spreads from serving dishes. Emphasis will be placed upon using systematic investigative procedures to: (a) locate the serving dish, (b) use a knife or spoon to determine position and/or size of the spread, (c) cut or scoop the spread and determine the amount obtained through weight recognition, (d) if the spread is hard, such as butter, use the fork



as a back-up tool to obtain it, (e) transfer the spread to the plate using the free hand to relocate the plate and tactually and auditorily check with the utensil before placing the portion onto the plate.

Experience and practice will be provided in using the edge-to-edge method of spreading: (a) break a moderate size portion from the bread, (b) hold that piece on the butter plate between the thumb and index finger, (c) cut a portion of butter which is on the plate and transfer it to the edge of the bread nearest the index finger, (d) firmly deposit the butter by pressing it against the bread and, in a scraping motion, release it from the knife, (e) spread toward the thumb. This procedure is repeated until the entire slice of bread has been buttered.

The process will be practiced using various breads and bread products of different sizes, shapes, and textures.

Experience and practice in using the radial method of spreading will be provided: (a) break a moderate size portion of bread, (b) hold that piece on the edge of the plate between the thumb and index finger, (c) scoop a partial spoonful of jam from the

portion on the plate and transfer it to the center of that piece of bread, (d) spread it with the bottom of the spoon in a systematic, clockwise fashion to the edges of the bread. The procedure is repeated until the entire slice of bread has been spread. This process will be practiced using various spreads and bread products of different size, shape and texture.

Suggested Experiences for Further Evaluation

The Trainee will use the spreading technique at his daily meals.

The Trainee will use the spreading technique in Household Arts classes for such tasks as making sandwiches and icing cakes.

OBJECTIVE F:

The Trainee will receive and pass food at the table. In doing so, he will meet the following criteria:

- —trail to locate items which he has been told have been passed to him, and
- —use a trailing technique to locate available space and pass items to his neighbor.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Visualization and Auditory.

The Trainee and the instructor will discuss problems the Trainee has recently had in passing food to other people at the table. Examples: setting salt and pepper shakers on the tips of forks; placing a basket of rolls on top of other serving dishes; complete avoidance of passing food at the table.

Note: *At this level of training, the Trainee will be expected to orient himself to his place setting and common areas of the table.*

The initial experience for developing the passing technique is usually that of passing salt and pepper shakers. The instructor will explain the passing technique, emphasizing that it is easier and safer for the blind person to receive the shakers by having them placed on the table between himself and his neighbor, and about the length of his fingers from the table's edge. He can then trail to locate and pick them up. When passing he will do the same, first checking for available space.

Further experiences will be provided in which the Trainee will transfer the passing procedures to other items, such as serving containers of condiments, vegetables, meat and rolls. Emphasis will be placed upon always checking the area on which the item is to be placed to be sure that the space to accommodate it is large enough.

The Trainee will inform family or friends of the passing technique.

Note: *During Family Seminar, the family members are familiarized with the passing technique and encouraged to set the serving dishes down on the table rather than attempting to pass them to the Trainee.*

Suggested Experiences for Further Evaluation

The Trainee will pass food and/or seasoning and condiments at the table both at the Guild and at home.

The Trainee will use the passing technique in other classes where it is necessary for him to receive or pass items involved in the instruction.

The Trainee will use the passing technique in social situations where it is necessary for him to either receive or pass items.

OBJECTIVE G:

The Trainee will serve himself from serving platters and bowls at the table. In doing so, he will meet the following criteria:

- —trail to locate the platter or bowl and to locate the serving fork or spoon,
- —use a systematic method to locate and obtain a reasonable portion,
- —transfer a portion of meat to his plate with the serving fork using his knife for support and balance,
- —transfer portions of vegetables to his plate with a serving spoon using his knife to locate available space and to assist in removing the food from the spoon, and
- —use the seasoning technique to put gravy on foods.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Systematic Investigative and Weight Estimation.

Discuss with the instructor recent problems of serving oneself at the table. Examples: placing some food items on top of others; spilling food while transferring it to own plate; obtaining too little or too much; being served rather than serving oneself.

A limited number of initial activities in the classroom will be provided for basic instruction. Substitution, such as slices of bread or raw potato for meat, can be made. However, these are not wholly satisfactory, and as soon as possible focus will be shifted to the natural setting of family style meals in the dining room. The planned menus allow for experiences with a variety of food types and textures and will allow optimal opportunity for practice and further instruction when necessary.

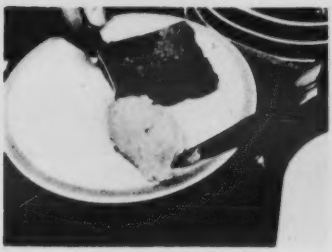
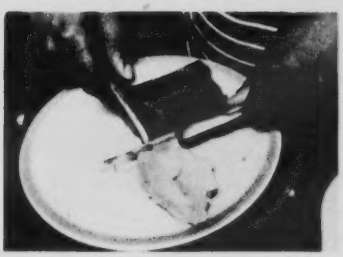
To help himself from the meat platter, which has been set at the left side of the place setting, the Trainee will take his table knife in his left hand and the serving fork in his right. With his knife he will locate a piece of meat which is entirely exposed and spear it with his fork or slide his fork under it. The meat will then be transferred to his own plate using both utensils. Weight estimation will be used to judge an appropriate size portion. The knife can be used as a back-up tool to align the meat horizontally across the six o'clock position on the plate. The platter is then passed to his neighbor using the passing technique. In the

event there is not sufficient room on the table, he will offer to hold it while his neighbor serves himself.

The Trainee will help himself to other foods being passed such as mashed potatoes and a vegetable. He will first take his knife in his left hand prepared to: (a) use it as a back-up tool to obtain a spoonful of food if necessary; (b) locate available space on the dinner plate; (c) assist in removing food from the spoon, if necessary. Weight estimation will be his cue to judge the amount on the serving spoon.

For loose foods, such as corn, green beans, or lima beans, the Trainee will release the food from the serving spoon, turning the bowl of the spoon toward the center of the plate, simultaneously moving the spoon toward the rim of the plate.

For such foods as whipped potatoes, macaroni and cheese, and squash, the Trainee will release the food from the serving spoon by placing the knife on edge across the top of the spoon between the bowl and the handle, then hold the knife in place and draw the spoon back. The food will then remain on the selected spot.

To put gravy on mashed potatoes, a ladle will be used rather than pouring from a gravy boat. The seasoning technique is appropriate for locating the potato and adding the gravy. The Trainee will use this same technique in applying salad dressing or syrup when they are served in a bowl.

Suggested Experiences for Further Evaluation

For final family style meals, the Trainee will be expected to serve himself independently.

During the remainder of his program, the Trainee will participate in family style meals on his weekend visits at home and will self-evaluate his success or problems to the instructor.

OBJECTIVE H:

The Trainee will make his own selections from a buffet table and serve himself if the table arrangement permits. In doing so, he will meet the following criteria:

- –ask appropriate questions from sighted companions or waiter to establish the arrangement of the buffet,
- –determine whether there is ample trailing space for safely and efficiently serving himself,
- –direct sighted person in apportioning selected foods whenever necessary,
- –use trailing technique to locate foods if serving himself,
- –use serving techniques to obtain reasonable portion, and
- –apportion food on his plate according to the clock system.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Systematic Investigative, Visualization, Spoken Commu-

nication, Auditory, Weight Estimation, and Mobility.

The Trainee will discuss with the instructor recent experiences and problems he may have had at buffet service. Example: Remaining at the table while his companion arbitrarily selected foods and served him from the buffet.

The many possible table settings for a buffet and procedures for going through the buffet line will be discussed. The instructor will explain that the essential criteria for serving himself is that there be sufficient table space between serving dishes to allow trailing from the edge of the table to the dish of his selection. Therefore, the Trainee will first ascertain from a waiter or companion the physical arrangement of the table. If there is not adequate trailing space, he will accompany the waiter or a companion making his preferences known as they pass along the table. If there is adequate trailing space, the Trainee will be accompanied by a waiter or companion, told what food is on the table, given direction for locating it, and serve himself.

Note: *Instruction for accompanying another person from the buffet to the dining table will be given in Mobility class.*

Buffet type meals will be simulated. Limited numbers and types of foods will be used. These might include meats which will be speared and loose or mashed vegetables, casseroles, or desserts which need to be scooped. Experience in self-service at a salad bar will also be provided. The instructor will role-play the position of the waiter and give information about the foods and arrangement of dishes on the buffet. To serve himself, the Trainee will use the trailing technique to locate the dishes and platters. The plate will be held above and slightly over the rim of the serving dish to eliminate the possibility of spilling food on the table. The clock system will be used in apportioning the food. Periodic buffets and salad bar experiences are structured into the training program to provide practice. If necessary, the Trainee will continue to receive instruction from the instructor on these occasions.

Suggested Experiences for Further Evaluation

At a tea, dinner, or evening party or picnic at the Guild, the Trainee will be expected to independently serve himself.

Discuss with the Trainee any experiences he has outside of the Guild during the remainder of his program, such as wedding receptions or church suppers and have him evaluate his performance.

OBJECTIVE I:_____

The Trainee will efficiently pour hot and cold liquids adding cream and sugar to coffee or tea. In doing so, he will meet the following criteria:

- —use a systematic method for establishing the proper relationship between the containers,
- —determine the poured level of cold liquids using temperature change as the primary cue,
- —hold the cup and saucer level, compensating if necessary,
- —determine the poured level of hot liquids using weight change and sound cues,
- —use trailing techniques to locate cream and sugar on the table, and
- —use a systematic method in adding appropriate amounts of cream and sugar to a beverage.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Systematic Investigative, Weight Estimation, Auditory, and Thermal.

The Trainee will discuss with the instructor his recent experiences of pouring and possible modifications he has made. Examples: pouring over the sink for fear of spilling; avoiding pouring at the table; giving up cream and sugar; placing the index finger inside the container to feel the liquid when it has reached that level.

Experiences in pouring cold liquids will emphasize using as primary cues: temperature, weight, and sound change recognition. Example: Pouring milk from a quart carton into a glass. It will be stressed that efficiency is possible by: (a) holding the glass with the thumb and index finger at the level to which the glass is to be filled; (b) holding the glass and carton so that the hands are opposite each other; (c) tilting the carton toward the glass and sliding the glass upward against the side of the carton to place the rim of the glass at the bottom of the spout; (d) listening for the pouring sound to diminish as the glass fills to assist in anticipating the thermal cue to stop pouring. Ample opportunity will be provided using cold liquids of varying consistencies and different types of containers. Example: Milk from a half-gallon carton into a tumbler; cola from a bottle into a tall glass; tomato juice from a pitcher into a juice glass.

After proficiency is achieved in pouring cold liquids, experience will be provided in the method for pouring hot liquids. The Trainee should verbally identify the sensory cues used in pouring cold liquids; the instructor will then explain that in pouring hot liquids he will substitute weight estimation for temperature change recognition. During the initial experiences, the Trainee will stop pouring at a signal from the instructor. With practice he will be able to decide when to stop pouring based on his interpretation of sensory cues. Initially, a cup and saucer and a coffee pot filled with cold water are used. After the Trainee has learned the following skills and can perform safely, the instructor will introduce hot coffee into the coffee pot. Systematically, the Trainee will: (a) position the cup and saucer on his left hand so that his fingers are under the center of the saucer

for proper support and weight recognition; (b) make required adjustments, if needed, to hold cup level. Instructor feedback is important for the Trainee to learn to compensate for any natural tendency to hold things on a slant; (c) with hands opposite each other, tilt the coffee pot toward the cup and slide the cup and saucer upward against the side of the pot. When using a pot with a projecting rim or collar he will stop when the rim of the cup touches the lower part of the rim of the pot. This will assure pouring into the center of the cup.

When using a pot with a spout, stop when the rim of the cup touches the edge of the spout, then slide the cup downward about 1"; (d) remove pot from contact with the cup by approximately ⅛" and pour. (Much practice is required to develop kinesthetic memory and measurement estimation); (e) listen for the pouring sound to diminish as the cup fills to help to anticipate the weight cue to stop pouring.

Opportunity to pour from various types of pots into various cups will be provided until it can be done safely and independently. Examples: Hot coffee from a thermal pot into a restaurant type cup; hot coffee from a coffee pot into a china cup; hot tea from a teapot into a china cup.

At this time it is logical to give instruction in adding cream to beverages. The Trainee will gently touch the cream pitcher to the side of the cup. He will pour with a smooth, steady motion by tipping the pitcher to a 90 degree angle over the cup and back immediately if just a small amount of cream is wanted. However, if coffee or tea is preferred very light, the pitcher will be held in the tipped position for a count of one or two. The same technique will be applied to adding cream to cold beverages such as iced tea and iced coffee.

To add sugar to beverages the Trainee will: (a) gently tap the handle of the spoon against the edge of the bowl to remove excess before removing the spoon from the bowl; (b) locate the side of the cup with the tip of the extended little finger of the hand holding the spoon. Hold the spoon so that the handle is directly over the little finger which places the bowl of the spoon over the center of the cup; (c) add the sugar to the coffee by turning the spoon just with the fingers. (Turning the hand will

generally result in most of the sugar going into the saucer.)

The Trainee will practice applying the same techniques in adding sugar to cold beverages such as iced coffee, iced tea and lemonade.

Suggested Experiences for Further Evaluation

The Trainee will pour either a cold or a hot beverage for himself at the beginning of subsequent discussion classes in the TDL course.

The Trainee will pour beverage for his guests and himself at his independent meal assignment in Household Arts class.

At the family style meals in the Guild dining room the Trainee will pour his own beverage.

OBJECTIVE J:

The Trainee will exhibit self-confidence, poise, and efficiency while dining in restaurants. In doing so, he will meet the following criteria:

- –go to, travel within, and return from the restaurant using his highest level of mobility skills,
- –appropriately place cane while dining,
- –orient himself to his place setting,
- –appropriately obtain menu information from the waiter or his companion and order,
- –use appropriate eating techniques, and
- –pay for the meal in the custom of the restaurant.

Suggested Learning Experiences and Procedures

Primary skills employed: Sensory, Mobility, Spoken Communication.

The Trainee and the instructor will discuss the various aspects of public dining. Throughout the discussion, the Trainee will be encouraged to foresee possible problems and state his possible solutions to overcome them, applying previously learned Techniques of Daily Living, Sensory Training. Spoken Communications, and Visualization skills. The points to be discussed: (a) FUNCTIONAL INFORMATION–the size and layout of the restaurant, the presence or absence of a hostess, the location of the cashier, the location of the public facilities, and the location of the coat rack or a cloakroom. (b) DISPOSITION OF THE CANE–using the coat rack or the coatroom, placing the cane under his chair lengthwise, propping the cane against the wall or against his shoulder or folding the cane. (c) MOBILITY–traveling with a sighted guide to the table (hostess or a member of his party), independently traveling to the table using auditory cues from the hostess, independently traveling to the table using auditory cues within the dining area. (d) TABLE ORIENTATION–using learned trailing techniques to orient himself to his place setting and common areas of the table. (e) RECOGNITION OF THE APPROACH OF THE WAITER OR WAITRESS–listening for the approach or resting the arm casually on the edge of the table to feel the movement of air or the brush of the fabric. (f) SPOKEN COMMUNICATION–proper voice control and posture, good facial expression, establishing and maintaining eye contact, dealing with overly helpful waiters and companions. (g) MENU–inquiring as to the specialty of the house or the specialty of the day, stating a preference for a type of food; asking the waiter or his companion to read the selections under his preference, and whether the selections named are a la carte or complete dinner, and asking prices, (h) ORDERING–ordering for himself, and ordering for himself and others. (i) REVIEW OF EATING TECHNIQUES–cutting, back-up, spreading, pouring, and passing techniques, (j) PAYMENT–receiving check, appropriately inquiring from waitress or companion as to the amount of the check, tipping. Payment by credit card is taught, if desired.

The Trainee and the instructor will role-play various dining situations. Examples: locating a counter seat in a fast service type restaurant; being seated by a hostess in a large restaurant.

The Trainee and instructor will visit and eat at a public restaurant with the instructor acting as an observer and assisting only if necessary. Discussion upon conclusion will take place having the Trainee evaluate his own performance.

Suggested Experiences for Further Evaluation

The Trainee will be assigned to select a restaurant and make whatever arrangements, such as reservations and transportation, that are necessary for him to dine there. At the restaurant, he will meet all the criteria for placement of his hat and cane, being seated, ordering, dining, and paying.

Assign the Trainee to dine at a restaurant which features the type of salad bar at which he can serve himself.

Assign the Trainee to have lunch or dinner at a restaurant which features the type of buffet at which he can serve himself.

UNIT II
PERSONAL GROOMING

OBJECTIVE A:

The Trainee will demonstrate an understanding of the elements and overall concept of good grooming. In doing so, he will meet the following criteria:

—identify grooming habits which are important,
—cite examples of grooming failures that could result from the failure to develop new techniques, and
—use systematic techniques for presenting a well-groomed appearance.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic and Systematic Investigative.

The importance of grooming in supporting the poise and self-confidence of an individual will be discussed. In the discussion, the instructor will elicit from the Trainee his concept of "adequate" personal grooming and any problems he may be having in maintaining this standard. The attitudes of society generally toward another's personal appearance, and particularly toward the personal appearance of a person who is blind, will be given attention. For example, the sighted person who is poorly groomed may be considered lazy, rude, ignorant or lacking in self-respect. The poorly groomed blind person, however, is usually pitied as being incompetent in maintaining basic standards. In discussing the necessity of developing new techniques to perform tasks to maintain standards the instructor will emphasize that for the blind person good grooming will need to be on a very conscious level. Visualizing his appearance and remembering what aspects of appearance are especially important must be given concerted attention. No longer can he rely on the casual glance to tell him, for instance, that his fingernails are dirty, that there is lint on his dark clothing, that the heels of his shoes are run down, or, for the woman, that she has a runner in her hose or an open seam at the side of her dress. The Trainee will need to put the appropriate measures for all these contingencies into a systematic routine.

The following elements of good grooming will be identified

and used as guidelines: (a) cleanliness, (b) hair attractively arranged and in current fashion, (c) nails manicured, (d) skin smooth and soft or clean shaven, (e) clothing attractive, becoming, appropriate, and in current fashion, (f) clothing neat, clean, and in good repair, (g) good fragrance, (h) proper posture, (i) appropriate mannerisms and gestures. The Trainee will be encouraged to share with the class techniques which he has developed and which have proven successful for him in maintaining grooming standards.

Instruction and practice will be given in techniques the Trainee can use to maintain and check personal appearance on a frequent basis. Examples: (a) the heel lifts on shoes will be examined and their thickness estimated at all points to determine if they are worn and should be replaced. (b) the female Trainee will practice tactually examining her hose on her legs using a systematic investigative procedure to determine the presence or absence of a hole or runner. (c) practice in using a clothes brush on a jacket by systematically brushing first the collar and across the shoulders then down one side of the front, gradually turning the jacket to brush the sleeves, back, and other side.

All specific maintenance-grooming problems will be continuously dealt with on an individual basis.

Suggested Learning Experiences and Procedures

The Trainee's everyday appearance will be evaluated by the instructor and other staff.

OBJECTIVE B:_____

The Trainee will function safely and efficiently in the bathroom. In doing so, he will meet the following criteria:

- –label and organize his grooming aids categorically for accurate and immediate location,
- –use the trailing technique and a consistent pattern of behavior while using grooming aids,
- –use safety precautions while turning water on and off, and
- –use safety precautions while using the bathtub or shower.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic and Systematic Investigative.

The Trainee will relate to the instructor any particular difficulty he has experienced since blindness in his daily bathing routine. Examples: Loss of balance while stepping into or out of the bathtub; inability to locate toilet articles; mistaking hair spray for deodorants; burning himself.

Methods of organization for accurately and efficiently locating grooming aids will be suggested: articles arranged categorically and conveniently; containers labeled with braille, large print, or tactual cues to avoid mistakes in use of similarily packaged products; shaving kit or tote bag for carrying grooming needs from the bedroom to the bathroom.

Note: *For safety, it is desirable to purchase grooming products in plastic containers. The instructor will also suggest that drinking vessels in the bathroom be either plastic or paper.*

Efficiency and safety in performing tasks will be analyzed. The instructor will stress the importance of a consistent pattern in performing any given task. A number of tasks will be presented by both the instructor and the Trainee. Techniques for efficient and safe performance will be suggested, such as when removing the cap from a tube of shampoo always placing it in the same spot so that it is unnecessary to search.

Safety precautions that must be taken in the bathtub and shower will be discussed. To prevent accidents the Trainee will: (a) systematically check the bottom of the bathtub or shower to make sure nothing is there on which to slip or trip; (b) make sure that the bottom is made slip-proof with rubber mat, strips or decals; (c) place a bathmat on the floor beside the tub so as not to step onto a tile floor with wet feet; (d) hold onto something stationary when stepping into and out of the tub. Placing a hand against the wall may be all that is necessary. However, for further security, safety rods that can be clamped to the side of the tub can be purchased and are relatively inexpensive. Safety rods can also be installed on the wall. (e) Trail the toe up the side of the tub rather than just stepping in to prevent tripping himself or stubbing the toe. (f) Turn the shower knob to the "off" position before turning the water on and make certain to turn the cold water on first, and the hot off first to prevent scalding self. The same practice will be used when using sinks in the bathroom, kitchen, or elsewhere. (g) Do not use water softeners or bath

oils in the tub because they cause slipperiness. Instead, if there is a problem of extra dry skin, a moisturizer will be used after bathing.

These safety precautions are demonstrated to the Trainee at the initial orientation to the bathroom at the agency. He will be cleared to bathe independently when the instructor is satisfied that he can do so safely.

Suggested Experiences for Further Evaluation

The Trainee will independently perform these tasks on a day-to-day basis.

OBJECTIVE C:

The Trainee will be able to efficiently maintain the proper standard of personal body hygiene. In doing so, he will meet the following criteria:

- –select and use body and oral hygiene products necessary for his own comfort and well being,
- –apply a sufficient amount of toothpaste to the toothbrush and convey it to his mouth without dropping it off the brush, and
- –present an appearance that reflects recognition of good personal hygiene.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Visualization, and Systematic Investigative.

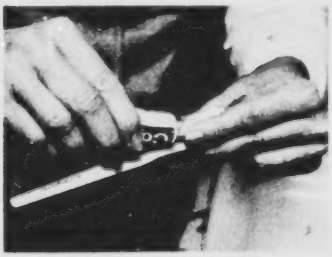
The instructor will lead a discussion with the Trainee on the subject of body hygiene, acknowledging that it is a delicate and personal subject. He will keep the discussion frank, but informal. The secondary benefits of the daily bath or shower, as well as the primary one of cleanliness, will be emphasized. Examples: a hot bath or shower is relaxing when one is tense or tired; a cold bath or shower is stimulating and invigorating. The Trainee will be advised to avoid extremes of water temperature and the combinations of extremes, such as a very hot shower followed by a cold one.

Attention will be given to the problem of perspiration. The instructor will remind the Trainee that it is often difficult for a person to determine that he may be offending others because of

perspiration odor, and concerted, precautionary measures should be taken. It will be stressed that perspiration is caused not only by heat, humidity or hard work, but also by nervousness and tension which is often more offensive. A discussion regarding deodorants will include: (a) the difference between deodorants and anti-perspirants; (b) the different types of deodorants—cream, spray, and roll-on; (c) the areas of the body requiring a deodorant; (d) the most effective time to apply; (e) the effectiveness of deodorant being enhanced by frequent shaving of underarm hair. The instructor will also help the Trainee to solve special individual problems as required. Example: A Trainee with a very irritable skin condition may find it impossible to use regular commercial deodorants and might try the application of simple baking soda. If body odor is persistent, the trouble may have a systemic origin and the Trainee will be advised to consult a physician.

The Trainee and the instructor will discuss the importance of clean teeth, gums, and tongue for health and interpersonal relationships. If a problem exists, additional instruction and attention will be given on the following points: (a) proper cleaning of teeth and mouth, including the tongue and gums; (b) proper cleaning of dentures, not forgetting to clean the mouth and tongue; (c) use of dental floss to remove the plaque between the teeth; (d) use of mouthwash; (e) regular dental check-ups.

If the Trainee has the common problem of efficiently applying toothpaste to a brush, he will be shown the following method: (a) hold the bristles of the brush between the thumb and index finger of the left hand with the handle to the right, (b) squeeze the toothpaste on the bristles, going from left to right, cutting it



off with a slight downward motion, (c) with the handle in the right hand, lift the brush from between the fingers of the left hand to secure the toothpaste on the brush.

Suggested Experiences for Further Evaluation

The Trainee will independently perform the personal hygiene tasks on a day-to-day basis.

OBJECTIVE D:_____

The Trainee will be able to safely and efficiently manicure his fingernails. In doing so, he will meet the following criteria:

- –select and safely use the appropriate manicure tools for the task,
- –use systematic techniques to shape, smooth, and trim the nails and care for the cuticles,
- –determine a well-shaped nail,
- –use systematic techniques to apply a smooth and neat coat of nail polish,
- –determine when nail polish is chipped and/or needs to be removed and reapplied, and
- –dip brush into the bottle of polish without making the bottle and the fingers sticky.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Organizational, Trailing, and Visualization.

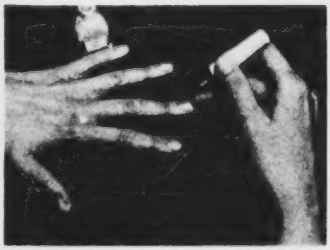
The Trainee will review with the instructor the procedure he previously took in nail care. He will identify the tools required such as a nail brush, emery board or nail file, cuticle stick, nail buffer, nail clipper, and cuticle cream. In order to insure clean nails it will be recommended that a nail brush be frequently used when washing the hands and that a cuticle stick or nail file be used daily to remove dirt particles from under the nails.

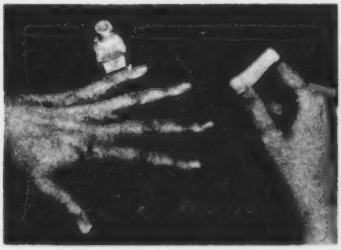
Measures that may prove helpful in preventing nails from breaking or splitting will be discussed. Examples: an emery board for shortening and shaping the nail is preferred over a metal file which may cause the nail to shred; avoid filing into the corners of the nail which causes tearing and splitting; give prompt attention to rough edges to prevent further tearing of the nail; a nail buffer used gently stimulates circulation and strengthens the nails.

The Trainee will practice shaping his nails and smoothing rough edges with the heavy grain of the emery board. In doing so, he will file in one direction only going from the side to the center at a forty-five degree angle from underneath the nail. He will tactually trace the edge of the nail to achieve a rounded oval in conformity to the shape of the fingertips. The fine grain side of the emery board, or a fine pumice stone, will be used to erase hardened skin at the edge of the fingertips. A hand or skin cream massaged gently around the cuticles will be used to keep the cuticles soft. These measures will be taken for the prevention of hangnails.

In practicing the trimming of his nails with a nail clipper, the Trainee will follow the curve of the tip of his finger tactually making sure that the clipper remains on a level plane with the finger so as not to cut the nail too short. If the Trainee is diabetic he will be advised never to clip his nails himself because of the danger of infection. Rather, frequent filing with the emery board will be recommended to keep nails at the desired length.

The Trainee will practice applying nail polish. She will:





(a) use the tip of the ring finger of the hand holding the brush to locate the tip of the finger to be polished; (b) lower the brush to the nail and carefully slide it back until it barely touches the cuticle; (c) polish the nail in 3 or 4 strokes using motor memory to determine the placement of the brush and the length of the stroke; (d) replace the brush in the bottle by resting the shaft of the brush horizontally across the open top. Slide the brush to the right, exerting a slight pressure so that as the brush comes over the open top it will slide in; (e) allow the nails on the one hand to dry completely (about 10 minutes) before using the above procedure to polish the other hand.

Suggested Experiences for Further Evaluation

The Trainee will independently care for his nails throughout training.

OBJECTIVE E:

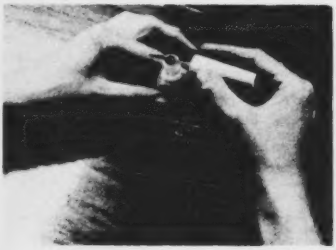
The Trainee will practice good foot care. In doing so, he will meet the following criteria:

- –maintain a daily hygienic routine to keep the feet clean and dry,
- –clip toenails straight across, using nail clippers,
- –check daily for irritation or infection, and
- –smooth corns and callouses using a pumice stone.

Suggested Learning Experiences and Procedures

Primary skill employed: Tactual-Kinesthetic.

The importance of good foot care for everyone, but especially for the diabetic will be discussed. The instructor will emphasize the need to keep the feet clean and dry. If for any reason, the



Trainee is unable to bathe or shower daily, he will make certain that the feet are washed with warm water and a mild or medicated soap. After being carefully dried a medicated foot powder will be applied to the feet and between the toes to keep the feet dry from perspiration.

The non-diabetic Trainee will practice using large toenail clippers to clip the nails straight across. He will tactually align the side of the clipper with the side of his toe and using kinesthetic cues keep the clipper on a level plane with the nail to prevent cutting it too short.

The Trainee and the instructor will discuss shoe fit and the proper type of shoe to be worn for various occasions. It will be emphasized that when shoes fit properly corns and callouses seldom develop. However, if necessary, the Trainee will use a pumice stone to smooth corns and callouses, unless they become particularly bothersome, in which case he will have them attended to by a podiatrist.

The diabetic Trainee will be advised on additional measures of foot care. Examples: toenails clipped by another person, preferably a podiatrist; tactually inspect his feet daily for any signs of irritation or infection; avoid sandals and soft slippers because of the danger of injury to the foot; tactually examine his shoes frequently to make sure there is nothing such as wrinkled lining or protruding nail on the inside of the shoe.

Suggested Experiences for Further Evaluation

The Trainee will practice hygienic foot care on a day-to-day basis.

OBJECTIVE F:_____

The Trainee will be able to maintain his/her hair in an attractive style. In doing so, he/she will meet the following criteria:

- –know current hair styles,
- –maintain a shampoo schedule appropriate for the particular type of hair,
- –apply safety techniques when shampooing for turning water on and off,
- –systematically using tactual cues, part, comb and/or set, and/or dry, and/or curl hair,

—put on a wig using tactual cues, and
—wash, dry, and brush wig.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinsethetic, Visualization, Organizational, and Safety.

The Trainee will discuss with the instructor current hair styles in relation to his own. The importance of a professional hair cut in maintaining any kind of hair style will be emphasized and, if indicated, the Trainee will be encouraged to go to a hair stylist to receive professional styling and cutting. At that time, the Trainee should ask the stylist for advice on how to care for the hair style in regard to combing and/or setting.

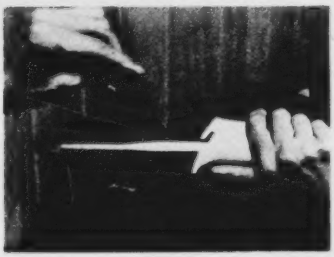
The Trainee will practice parting his hair. He will comb it forward from the crown and: (a) if he has short hair, place his left hand on top of his head with the side of his hand marking placement for the part. Using a long comb, the hair will be combed first to the right and then to the left; or (b) if he has long hair, draw a line from the crown to forehead with the end of the

comb and with the left hand separate the hair at the left from that which is caught in the comb and continue combing.

The Trainee will have a number of experiences in shampooing, drying, and/or setting hair. Rollers, dryers with styling attachments, and curling irons may be used. During these experiences different types of setting gels and hair sprays will be tried. Instruction in the following methods will be given:

ROLLERS: Separate a section of hair with the comb; place the roller against the end of the strand and roll toward the scalp; fasten the roller in place and tactually check the neatness of the roll. The process is continued, systematically sectioning the hair according to the style chosen constantly checking for stray hairs.

CURLING IRON: *NOTE:* The iron will be used cold until the Trainee is consistently safe and efficient. Separate a section of hair with the comb and hold the ends with the left hand; place the clamp side of the iron against the strand at the base, open the iron, slide it sideways against the strand until it is felt that the strand slips from the clamp to the iron; slide it back the other way and close it around the strand; slide it slowly to the



end, releasing the ends with the left hand as the heat is felt nearing the fingers, and roll the iron toward the scalp holding it in place twenty or thirty seconds.

The Trainee who wears a wig will practice putting it on. She will work individually with the instructor to establish points of contact between the wig and the head. The Trainee will also practice washing, combing, and styling the wig according to the manufacturer's directions.

Suggested Experiences for Further Evaluation

The Trainee will independently care for his hair on a day to day basis throughout training.

OBJECTIVE G:

The Trainee will be able to safely and efficiently shave. In doing so, he will meet the following criteria:

–identify, label and organize shaving equipment,
–use a systematic method and appropriate shaving products to insure thoroughness of shave, observing the rules of safety,
–shave closely without skin irritation or cuts,
–accurately trim sideburns,
–avoid disturbing beard and/or mustache while shaving, and
–safely use depilatory for hair removal.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Organizational, Safety, and Systematic Investigative.

The Trainee will review with the instructor the steps of preparation and equipment he/she previously used for a good shave. Articles to be used, such as electric pre-shave lotion, shaving cream, foam, or gel will be identified and labeled.

The male Trainee will practice shaving his face. Instruction in using either a safety or electric razor or depilatory will be given. The following procedures will be used:

SAFETY RAZOR: After applying the shaving cream, the face is shaved in the accustomed pattern using the left hand as a guide toward and around sideburns, mustache or beard. For example, the Trainee will place the index finger across the bottom of sideburns at a pre-selected spot, place the razor under and parallel to

the finger and shave downward. The procedure is repeated on the other cheek to insure balance. The shaved area will be tactually examined to judge performance. Due to the many types of safety razors on the market, such as injector, twin-blades and double edge, it is necessary to work with the Trainee on the specific method of replacing blades according to the manufacturer's directions.

ELECTRIC RAZOR: The Trainee will use a pre-electric lotion to condition the beard; then use previously described techniques for shaving around sideburns, beard and/or mustache and for judging performance. In addition, he will use the trimmer of the razor to shave down from the bottom of sideburns to insure a distinct edge. Upon completion, the shaver head is opened, held sideways over the wastebasket, and the inside of the head brushed with the razor brush. Concerted attention will be given to safety rules for using an electric appliance.

DEPILATORY: If the Trainee wishes to use a depilatory for facial hair removal, instruction in the method of application and removal according to manufacturer's directions will be followed.

The female Trainee will shave her underarms. Instruction in using a safety or electric razor or depilatory will be given:

SAFETY RAZOR: Apply soapy lather to the underarm, the Trainee will then with short overlapping downward strokes, tactually examining the shaved area to judge performance.

ELECTRIC RAZOR: The Trainee will tactually examine the razor and be told which side of the razor is for the underarms; noting something distinctive about that side such as the trademark seal or decorative design to be used in future identification. Short overlapping downward strokes will be used in shaving

and tactually examining the shaved area to judge performance. Upon completion the shaver head is opened, held sideways over the wastebasket, and the inside of the head brushed with a razor brush. Concerted attention will be given to safety rules for using an electric appliance.

The female Trainee will practice shaving her legs. Short overlapping upward strokes will be used in shaving, starting at the ankle at the back of her leg, shaving around the leg and moving up until the whole area is shaved. She will tactually judge her performance.

DEPILATORY: If the Trainee wishes to use a depilatory for hair removal, instruction in the method of application and removal according to manufacturer's directions will be established.

Suggested Experiences for Further Evaluation

The Trainee will independently and efficiently shave on a day-to-day basis or whenever necessary throughout training.

OBJECTIVE H:_____

The Trainee will be able to efficiently groom his mustache and/or beard. In doing so, he will meet the following criteria:

–keep current with styles of mustaches and beards,
–safely and systematically trim mustache hairs which extend beyond the lip line when necessary,
–use systematic and safe techniques to trim and/or thin and/or shape the beard with a safety razor, and
–determine the amount being cut off by using tactual cues.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic and Visualization.

Current styles of mustaches and beards will be discussed with the Trainee visualizing his appearance and how he might look with a change of style. The instructor will advise having the beard and mustache shaped and trimmed professionally at regular interva'ɜ with the Trainee giving interim care.

Interim care of the mustache will be practiced by trimming the hairs that extend below the lip line. The following procedures will be used: the mustache is combed with a mustache or barber comb. Curved baby scissors, with the curve pointing down, fol-

low the left index finger as it traces the upper lip line cutting off the extending hairs, and in doing so, the Trainee must make certain that the scissors are opened wide enough to catch the hairs to be cut. This procedure is repeated until hairs can no longer be felt extending below the lip line.

The Trainee will practice giving interim care to his beard. After combing, the end of a section of the beard is held between the length of the third and index fingers of the left hand. A tactual check is made to determine if there are any stray hairs extending beyond the main portion which are then cut off. This procedure is repeated until the entire beard is trimmed.

Thinning and shaping the beard will be practiced by using a single-edged safety razor. The razor is held so that the index and middle fingers of the holding hand are across the top of the head of the razor and slightly extended over the blade side. In a systematic fashion the dry beard is stroked with a downward motion of the razor. The degree of cutting per stroke will be determined by interpreting the amount of drag against the beard. The entire beard will be shaped and thinned according to predetermined

style using visualization and tactual-kinesthetic cues.

Note: *For shaping and thinning of long beards, it may be preferable to use a loosely closed double-edge safety razor.*

Suggested Experiences for Further Evaluation

The Trainee will maintain a well-shaped beard and/or mustache throughout training.

OBJECTIVE I:_____

The female Trainee will be able to remove or conceal unwanted facial hair. In doing so, she will meet the following criteria:

- –accurately determine the presence and amount of facial hair,
- –locate and accurately pluck unwanted stray hairs,
- –locate and accurately estimate time needed to completely bleach unwanted facial hair, and
- –safely use depilatories.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic and Visualization

The Trainee will discuss with the instructor the various techniques she may have used in the past for removing or concealing facial hair. If necessary, instruction in the following methods will be given:

A FEW STRAY HAIRS: Locate each hair tactually with one hand and hold it to pluck it with tweezers.

A VERY LIGHT GROWTH OF HAIR AROUND UPPER LIP: Bleach by soaking a cotton ball in peroxide and then stroking the hair repeatedly with an outward motion. This will be practiced under the supervision of the instructor to determine how long the procedure takes for the particular individual and how often the process must be repeated to keep the unwanted hair invisible.

A MEDIUM AMOUNT OF HAIR: A test patch of a facial depilatory will be used to determine whether it will be irritating to the skin. If it proves to be safe, it is used according to the manufacturer's direction. This will be done with the supervision of the instructor to assist the Trainee in establishing a routine to follow to keep the hair under control. However, with some individuals, the depilatory might prove irritating at a later time and should be discontinued.

A HEAVY GROWTH OF FACIAL HAIR: It will be advised to consult a dermatologist. Professional removal may be the best solution. If the Trainee does not wish to consult a dermatologist or to have professional treatment she may elect to shave. In this event, she will use the same equipment, preparation, and techniques as those described in Unit II, Objective G.

Suggested Experiences for Further Evaluation

The female Trainee will safely and efficiently remove or conceal facial hair throughout training.

OBJECTIVE J:

The female Trainee will confidently, accurately, and efficiently apply makeup. In doing so, she will meet the following criteria:

- –know current styles of makeup,
- –obtain expert advice, if needed, for products and shades best fitted to her needs,
- –organize categorically and label makeup for accurate and immediate location,
- –use a systematic method to apply foundation,
- –accurately apply eyebrow color,
- –correctly determine area and accurately apply eye shadow,
- –correctly determine lip line and accurately apply lipstick,
- –apply eyeliner and mascara employing safety techniques, and
- –use "mop-up" techniques for removing excess after application of each product.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Organizational, and Visualization.

The Trainee will relate to the instructor her tastes in using makeup, her previous experience with it, and any changes or accommodations she has made since blindness. She will be encouraged to use makeup compatible with current styles. If indicated, the help of a cosmetician or a knowledgeable clerk in selecting beauty preparations best suited to her needs will be advised. She will be prepared to furnish such information as the predominating colors in her wardrobe and her social or business routine. These, plus her individual coloring and skin type will be

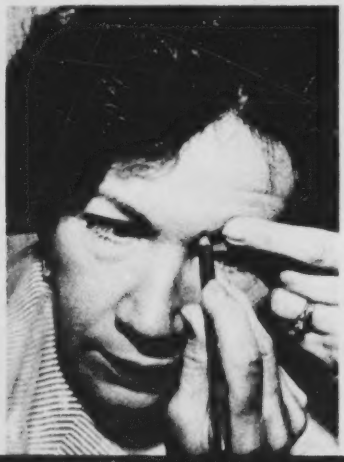
used as a guide in determining her needs.

The importance of organization for locating each beauty product will be discussed. A divider tray will be recommended as an ideal way to categorize makeup whether it is kept in a drawer or a shelf. If necessary, the Trainee will label each item so that she can unhesitatingly identify not only the product but the shade.

The Trainee will practice applying makeup of her choice, receiving necessary feedback and encouragement from the instructor until it can be done with skill and ease. The necessary equipment will be assembled and organized. Example: makeup, tissues, cotton balls, Q-tips, and damp face cloth. The face cloth is an essential item because she must cleanse her hands at each stage in order to prevent an accident such as getting eye shadow on her chin or lipstick on her forehead. Instruction in the following techniques is given:

FOUNDATION: Lightly spot foundation on nose, cheeks, chin and forehead with the fingertips. Using a massaging motion, spread and smooth the foundation over the entire face using overlapping outward and upward strokes making sure to smooth it into all of the creases, going to, but not into the hairline and feathering out over the ears and under the jawline. Always assume that some foundation may work into the hairline and eyebrows. Use the fingers of the left hand as a guide and erase those areas with a tissue.

EYEBROW PENCIL OR BRUSH: First simultaneously trace both eyebrows with the fingers of both hands to get the feeling of the shape and the length to know where to start and where to stop. Then, place the index finger of the left hand at the starting point of the left eyebrow, bring the brush or the pencil to that



point, and follow the index finger with the brush or the pencil using short, feathery strokes. Repeat on the right eyebrow. If using a brush, apply the brush to the powder for each eyebrow in order to have the same amount of color on each side. Use the fingertips to erase stray marks below or above the brow itself.

EYESHADOW: For the left eye, the left index finger is placed at the outside corner of the eyelid to draw taut. The tip of the middle finger of the left hand is placed near the inner corner of the eyelid as a guide to the applicator. The applicator is drawn across the lid to the outer corner. For the right eye, use the right middle finger to draw the eyelid taut and the index finger to guide. Each time the applicator is put to the eye shadow, be careful to use the same amount of pressure so that there is always the same amount of shadow on the applicator. Also, use the same pressure with the applicator on both lids to insure an equal amount of color on both lids. After the eyeshadow has been applied to the lids, blend it in gently with the fingertips. Use either a tissue or a Q-tip to erase possible excess in the surrounding area.

MASCARA: Lightly touch the index finger of the left hand to

the lashes to the left side of the eye. Bring the mascara brush to that finger and thus guide it onto the lash. Brush the lashes gently in an upward motion, gradually moving to the right side of the eye. If the eyes are deep set, be careful to keep them at a half open position for a few minutes until the mascara dries to prevent getting mascara on the cheeks or the upper portion of the eye socket.

EYELINER: Use the left index finger to locate the inner corner of the edge of the eyelid. Follow that finger with the eye-

liner pencil or brush along the edge of the lid to the outer corner.

CREAM BLUSHER: Smile in order to feel the high point of the cheek which is approximately below the center of the eye. Place the index finger on that spot as the starting point. With the right hand, dot cream blusher along the cheek bones starting at the high point and going almost to the hairline. Blend the cream into the skin with a slight upward and outward motion. It is important to use the same amount of pressure on the applicator

to the color (whether it be fingers or a pad), and then of the applicator to the face to insure uniformity.

POWDER BLUSHER: Locate the high point of the cheek by smiling and place the left index finger there as a guide. With the right hand brush the color along the cheekbone from the high point almost to the hairline using short, feathery strokes. Gently, but firmly pass a tissue over the area where the blush has been applied to remove excess and to blend it in.

LIPSTICK: Trace the outline of the lips with the index finger to get the feeling of the shape. Place the index finger of the left hand just above the center of the upper lip and place the lipstick against the lip just below the finger. Stroke the lipstick down and then upward to the left in an arching motion with the downward stroke longer than the upward. Return the lipstick to the center of the lip and stroke it to the right with the same arcing motion. Repeat this two or three times to insure an even application of color. On the lower lip, use the left index finger to guide the lipstick to the left corner and then move the lipstick right and left several times in a very subtle upward crescent motion. Gently

press the lips together to even the color and then blot them with the tissue.

The Trainee will independently apply makeup of her choice each morning before classes. The adequacy of application will be evaluated by the instructor, and any necessary corrections will be made under the supervision of the instructor. This will continue until the Trainee can independently apply her makeup with skill and confidence.

Suggested Experiences for Further Evaluation

The Trainee will independently apply makeup on a day-to-day basis throughout training.

OBJECTIVE K:

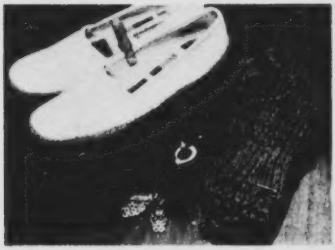
The Trainee will be able to arrange and care for his wardrobe in order to efficiently select clothing of his choice and to present a well-coordinated and neat appearance. In doing so, he will meet the following criteria:

- —organize his clothes in a categorical order and for convenience,
- —establish tactual cues, label or use a color code system for selecting desired articles of clothing,
- —determine precautionary measures for not wearing soiled or wrinkled clothing, or something in need of repair, and
- —use systematic methods for polishing and caring for shoes.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Organization, Visualization, and Braille.

The necessity for organization in caring for the wardrobe will



be discussed, and the Trainee will be advised to arrange possessions in a categorical order for ease and efficiency in locating them, and to place those things used most often in the most accessible position. To keep mates together devices such as safety pins, plastic or wire twists, or snap clothespins will be used.

The Trainee will discuss with the instructor cues that he now uses to identify clothing for color. When these cues are not sufficient, he will be advised to label his clothing with aluminum braille clothing tags, or to devise his own code using such items as safety pins, french knots, staples, or buttons. Examples: a small safety pin in various locations of the shirt; french knots in varying numbers in waistbands of slacks; a pin in various locations connecting a pair of socks.

To prevent unknowingly wearing soiled or wrinkled clothing or clothing in need of repair precautionary measures that should be given concerted attention will be reviewed. These include:

SOIL: (a) change clothes daily; (b) use learned eating techniques to avoid food spills at the table; (c) take prompt action to treat spots in the event of an accident; (d) do not touch clothing

with soiled hands; (e) use appropriate cane techniques to locate objects so that clothing does not come in contact with such things as dirty cars while locating the door handles; (f) carry moist towelettes to be used when the hands become dirty and washing them is impossible.

WRINKLES AND CLOTHES IN NEED OF REPAIR: (a) remove perma-press clothing from the dryer immediately when it stops; (b) keep garments in their proper place when not being worn; (c) use padded or clip hangers for slacks; (d) use strong wooden or plastic hangers for jackets or coats; (e) button top button of shirts on hangers; (f) carefully fold clothing kept in drawers or on shelves; (g) place and remove clothing with care avoiding overcrowding in closets and drawers; (h) tactually inspect clothes before undressing for loose or missing buttons, open seams, falling hems, etc.

Note: *Instruction in washing and ironing is given in the Household Arts course.*

The following procedures for caring for shoes will be emphasized: always dust shoes before wearing them and routinely tactually check the heel lift for signs of wear; polish the shoes at regular intervals and always after they have been wet. Apply polish in overlapping strokes, systematically covering the areas from the back into the arch, from the arch to the toe, from the toe to the arch on the other side, and from the arch to the back seam. Use the same systematic manner to brush and buff.

Suggested Experiences for Further Evaluation

The Trainee will wear well-coordinated and well-cared-for clothing throughout training.

OBJECTIVE L:

The Trainee will efficiently pack a suitcase. In doing so, he will meet the following criteria:

- —use efficient techniques to organize and fold items to be packed to avoid wrinkles and creases,
- —estimate size of suitcase needed for varying amounts of clothing,
- —place items in suitcase in even layers, and
- —utilize empty shoe space.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Spatial Orientation, Visualization, Size and Weight Estimation, and Organizational.

The Trainee will discuss with the instructor packing difficulties he may have encountered since blindness such as estimating the space required or using available space efficiently.

Instruction in packing is provided when the Trainee is going away for a weekend during the training program. Under the supervision of the instructor, until proficient, the Trainee will employ the following techniques: (a) lay out everything to be packed, stacking things such as undershirts, so that he may tactually judge the number of pieces of luggage required; (b) place toilet articles in a toilet kit or in plastic bags with all the lids on tight; (c) place shoes and other heavy articles near the hinges and fill the shoes with small items such as belts and socks; (d) fill the remaining space in the bottom of the case with neat orderly piles of underwear, constantly checking to be sure everything is level; (e) pack shirts face to face with collars at opposite ends, aligning them with all sides of the case and arranging them across the width of the case still maintaining a level surface; (f) fold trousers in half, and, holding them by the folds on both sides, trail them into the case from the side using the front and back of the case as a guide; (g) fold a jacket by crossing the sleeves over the front, then folding the jacket from top to bottom in half or thirds, depending on the size of the case. Pick up the jacket by the sides and, using the sides of the case as a guide, trail the jacket into place from the front of the case; (h) Use accordion pleated sheets of tissue papers in all folds of clothing to prevent creasing and wrinkles. Also avoid wrinkles by not packing the suitcase too tightly.

Suggested Experiences for Further Evaluation

The Trainee will pack a two-suiter case with clothing and other articles required for a week's business or pleasure trip.

UNIT III
SPECIAL NEEDS

OBJECTIVE A:

The Trainee will be independent in using a telephone. In doing so, he will meet the following criteria:

- –accurately locate each number on the dial and touch tone telephone,
- –accurately and without hesitation call familiar telephone numbers,
- –accurately dial telephone numbers from a large type, tape recorded or brailled directory,
- –use an efficient system to record telephone numbers given to him by directory assistance,
- –determine an efficient system to record information received in a business call, and
- –keep a functional, personal directory.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic and Systematic Investigative.

Problems in dialing, such as reaching wrong numbers, being cut off because of being too slow, or depending on others to dial will be discussed.

The Trainee will tactually examine a dial telephone and familiarize himself with the dial, the number sequence (after appropriate instruction) and the dial stop at the right side of the dial. With directions from the instructor, he will practice several methods:

METHOD A: Use the dial stop as a starting point and trail up to locate and dial numbers 1 through 5. Use the dial stop as the starting point and trail down to locate and dial numbers 0 through 6. Dial numbers given by the instructor.

METHOD B: Locate number 6 and place the left index finger next to it. For numbers 1 through 5 count up from the dial stop and for numbers 6 through 0 count down from 6. Dial instructor-given numbers.

METHOD C: With the ring, middle and index fingers curve and touching each other and starting at the dial stop, trail up to simultaneously place those three fingers into the first three numbers. Then dial each of these numbers with the respective finger, and for 4 jump one space to the left with the index finger and dial it, and for 5 jump two spaces with the index finger and dial it. Use the same procedure for the bottom of the dial, trailing down from the dial stop, so that the three fingers simultaneously go into numbers 0, 9, and 8 and dial them. Then with the index finger, jump one space to the left for the 7 and dial it, and two spaces to the left for 6 and dial it. Dial instructor-given numbers.

METHOD D: When given numbers which include 5, 6 and 7, rest the ring finger on the dial stop and trail the index finger straight across the dial center to the 6, and from there, locate and dial 5 and 7.

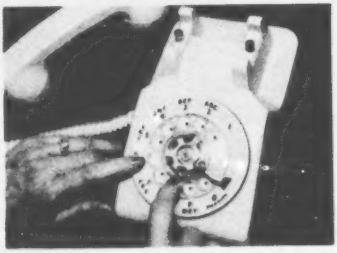
A method or combination of methods will be selected by the Trainee best suited to his specific needs and abilities. Further practice will be provided dialing various telephone numbers dictated by the instructor, and those important in the Trainee's business or personal life.

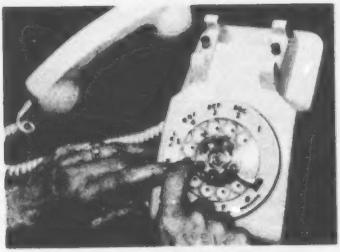
The Trainee will locate and identify the vertical and horizontal sequence of numbers on the touch-tone telephone. In dialing a number, contact will be maintained with the entire horizontal row. The Trainee will practice dialing instructor-given numbers and those important in his business and personal life.

Various types of telephones, such as the princess phone and the trimline, will be examined. The Trainee will be proficient in identifying and locating the letter as well as the number positions.

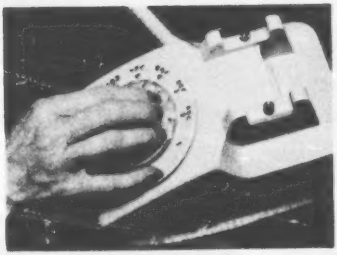
The Trainee and the instructor will discuss; (a) use of the pay telephone; (b) various types of calls, such as long distance,

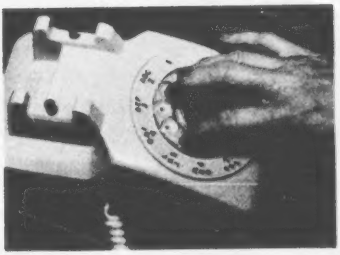
Method A



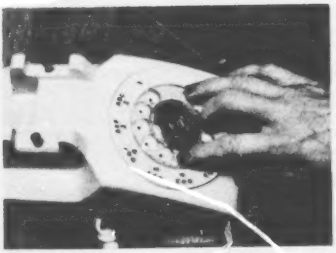


Method B





Method C



Method D

collect, credit card, station to station, and person to person; (c) telephone supplements available through the telephone companies and other suppliers, such as automatic phone dialers and remote phone dialers.

The Trainee will devise a system of his choice for keeping a personal telephone directory using a felt-tip pen, tape recorder, or braille card file. To record numbers obtained from the operator, a tape recorder, braille skills, or felt-tip pen will be used.

Suggested Experiences for Further Evaluation

The Trainee will independently use the telephone to obtain information for various class assignments, as well as for his own personal telephone calls.

OBJECTIVE B:

The Trainee will be able to identify and handle coins and paper money. In doing so, he will meet the following criteria:

- —identify all denominations of coins by their size and edge finish,
- —select specific coins by size from a handful,
- —after obtaining identification of paper money from a sighted source, consistently arrange it in his wallet in a predetermined pattern, and
- —accurately and efficiently remove predetermined amounts of cash from a wallet.

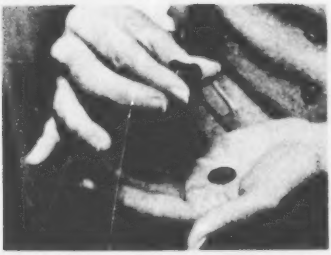
Suggested Learning Experiences and Procedures

Primary skills employed: Tactual and Organizational.

Problems in handling money such as carrying only one dollar bills, giving the cashier too much or too little money, receiving too little change, and confusing pennies with dimes will be discussed.

Initially, the Trainee will identify a coin by comparing it with another. Each denomination will then be identified when presented individually. For ease in public handling, the Trainee will keep pennies separate from his other coins.

Practice will be provided in quickly differentiating coins of various denominations. The coins will be placed in the palm of the hand so that they are in a row and standing on edge. With the free hand, half dollars, quarters, and nickels will be easily



removed and identified. Dimes will be separated from the pennies by holding them in a row between the thumb and index finger of one hand, and rolling them gently between the fingers over the open palm of the other hand. The dimes will then fall into the other hand.

The Trainee and instructor will discuss the problems of identifying paper money in that it cannot be done tactually. Information on the various mechanical paper money identifiers will be made available. However, it will be recognized that the blind person is usually dependent on the honesty of the sighted public and that there are some common sense rules that should be followed. Examples: As often as possible, shop in stores where the clerks are known to you. If planning to make a purchase in a store with which one is unfamiliar, anticipate the amount of money needed so that it will not be necessary to give the clerk a much larger amount and receive a lot of change. Or, if one must offer a large bill, request change in one dollar bills. An alternative would be to pay for the purchase by check using a check template.

Practice in remembering the denominations of bills will be provided. The instructor will count "X" amount of money into the Trainee's hand. The Trainee will then return the bills individually, verbally identifying each bill. This experience will be repeated until proficiency is gained.

A system for folding and organizing paper money within a wallet will be recommended and practiced: (a) the one dollar bill placed unfolded in the bill compartment of the wallet against the back; (b) the five dollar bill folded in half from left to right (this eliminates the need to turn the bill) and placed in front of the one dollar bill to the right side of the wallet with the fold toward the center. This is done so that when one has many folded bills of the same denomination, the number wanted can more easily be removed. (c) the ten dollar bill folded in quarters, first in half from right to left and the second time from right to left (this eliminates the need to turn the bill) and placed in front of the one dollar bill on the left side of the wallet with the final fold toward the center; (d) the twenty dollar bill folded in half lengthwise and then in half widthwise and put in a separate compartment of the wallet to the right; (e) a two dollar bill folded in thirds from left to right and right to left and placed in another compartment, again to the right.

Removing bills from the wallet as if to make a payment and then receiving and putting away the change will be practiced. To avoid holding up a line of people, the Trainee will have the approximate amount of cash in hand if estimation of the bill is possible, or, when receiving change, put the coins away immediately and then step to the end of the counter before folding and placing the bills in the wallet. (A money clip is not recom-

mended.) Because of the fear that many men have of their wallet being stolen from their back pocket, a soft billfold which can be placed in the front pocket will be recommended. Experience will include identifying, organizing, giving and receiving money of varying amounts. Examples: Receive amounts of change up to three dollars; give predetermined amount of change up to five dollars; give predetermined amounts of cash from the wallet up to one hundred dollars.

Further discussion will cover the following points: (a) consistency is of prime importance in handling money in order to have a reliable system; (b) if there is more than one of any denomination, the bills will be folded separately; (c) when offering a bill of any denomination, other than one dollar, it is wise to identify the bill.

Suggested Experiences for Further Evaluation

The Trainee will independently make pay telephone calls, purchase soda pop or cigarettes from the vending machine, and pay his fare on bus trips during training.

The Trainee will make cash payments for purchases made during shopping trips with the instructor and accurately organize the change in his wallet.

The Trainee will make cash payments for purchases he makes while on assigned independent shopping trips.

OBJECTIVE C:

The Trainee will be able to set and read a braille watch and alarm clock. In doing so, he will meet the following criteria:

—consistently open and close the lid of the braille watch so

as not to damage the hinge or the spring cover,
–state the time set on the watch and clock within 2 minutes,
–set a braille watch and clock within 2 minutes, and
–set the alarm within 5 minutes of intended time.

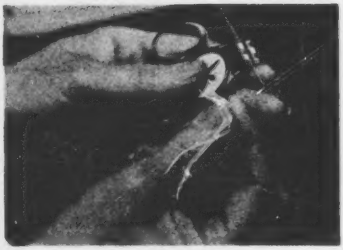
Suggested Learning Experiences and Procedures

Primary skill employed: Tactual.

Braille watches of various sizes will be shown to the Trainee. It will be explained that it is not necessary to know the braille alphabet in order to read the watch; it is necessary only to feel and interpret the raised dots on the numbers and the position of the hands.

Care must be taken in opening and closing the lid of the watch to insure longer wear of the spring cover. The Trainee will practice opening the watch by holding it between thumb and middle finger with either one on the spring cover button and then depressing the button and allowing the lid to open slowly. In closing it, the spring cover button will be depressed while the lid is simultaneously pressed down with the index finger and then the button released. If the watch is closed carelessly, the constant snapping will quickly wear out the spring cover so that the lid will not stay closed.

The face of a braille watch will be examined by the Trainee with the instructor interpreting the meaning of the raised dots. He will practice reading various times that have been set by the instructor. A braille watch, the size depending on tactual ability, will be loaned to him for practice until proficiency is achieved. (Average is about one week.) Information on costs, sources of purchasing, and instruction in ordering is provided (See Unit III–Objective F).



The Trainee will practice setting the watch by holding it in his left hand with the left thumb hovering over the face of the watch so that he can feel and use the sweep of the minute hand as the cue for setting. Various times will be set as indicated by the instructor.

Experiences will be provided in examining, reading, and setting a braille alarm clock. Methods to mark a standard alarm clock will be discussed. Example: The glass can be removed and a small piece of felt glued over each number.

Suggested Experiences for Further Evaluation

The instructor will ask the Trainee the time at various times during the course of the day.

The Trainee will use the watch to use scheduled public transportation for mobility class.

The Trainee will be required to use the watch to keep appointments with, or as directed by, other instructors.

OBJECTIVE D:

The Trainee will be able to wrap packages of various sizes and shapes for gifts, mailing and freezing. In doing so, he will meet the following criteria:

- –organize equipment for convenience and efficiency,
- –align, fold, and tape pre-cut gift wrap around packages,
- –align, measure, crease, cut, fold, and tape paper from a roll to wrap packages,
- –align, measure, crease, cut, and fold freezer paper to wrap and tape meat, and
- –package, wrap and tie parcels for shipment through the post office.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Systematic Investigative, Organizational, and Measurement Estimation.

Boxes of various sizes and shapes will be wrapped in pre-cut gift wrap. Following directions, the Trainee will: gather the required materials, tear off and fasten pieces of scotch tape to front edge of the table so that they hang free, use tactual-kinesthetic cues to center the box on the paper and to wrap the box so that the paper is aligned with the edge of the box, fold the end flaps in his customary manner and use tactual-kinesthetic cues to fasten them with tape.

To wrap packages using a roll of wrapping paper the Trainee will: organize essential materials, use tactual-kinesthetic cues to measure the paper required and crease it where it is to be cut, use a letter opener or table knife to slit the paper along the creases, complete wrapping the package using previously learned techniques.

To practice wrapping packages for freezing, odd shaped objects such as a shoe will be used to simulate various sizes and

shapes of meat. The Trainee will use previously learned techniques for aligning, measuring, creasing, slitting, and taping the paper. The variation in wrapping meats will be that of using additional paper and more folds for an air-tight wrap.

The Trainee and instructor will discuss the post office's recommendations for the packing, wrapping, labeling, and tying of parcels to be mailed. At least one package will be prepared for mailing.

OBJECTIVE E:

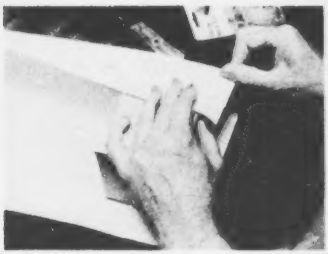
The Trainee will safely and confidently light and smoke cigarettes, cigars, or pipes. In doing so, he will meet the following criteria:

- –observe rules of safety and courtesy when smoking,
- –determine that the lighter or match is lighted using sound or odor as cues,
- –use systematic procedures and taste and temperature cues to safely light tobacco products without burning his person or clothing,
- –dispose of ashes in an ash tray without dislodging the lighted end of cigarette or cigar, and
- –extinguish tobacco products completely without burning his fingers.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual-Kinesthetic, Systematic Investigative, Spatial Awareness, Auditory, Olfactory and Gustatory.

The Trainee and instructor will discuss the basic rules of safety and courtesy for smoking, such as locating an ash tray before



lighting a cigarette or cigar and exploring it with the end of his cigarette or cigar to make sure it is not filled with paper such as gum wrappers.

The Trainee will practice using a match or lighter to light his cigarette or cigar. When using a match, the hissing sound and the smell of sulfur will signify that the match is ignited. The tip of the middle finger, of the hand holding the match, will be used to locate the end of the cigarette or cigar. With a pinwheel turn, the flame is then immediately brought to the end of the cigarette or cigar. The taste of the smoke or the sense of heat in the mouth will serve as cues that it is lit. When using a lighter, it will be held at the end of the cigarette or cigar with the click of the lighter serving as the lighting cue.

To remove the ash from the cigarette or cigar, the cigarette will be held over the ash tray with the right hand, so that the cigarette rests horizontally on the edge of the tray and gently tapped. The cigarette will be extinguished by tapping it several times straight down in the ash tray firmly enough to extinguish the light but not so firmly as to break the cigarette. A cigar will be extinguished by pressing it down in the ash tray and twisting it firmly enough to extinguish the light.

The Trainee will practice lighting a pipe making sure that the flame is placed over and not against the tobacco. He will draw on the pipe until he feels the heat or tastes the smoke. The Trainee will be advised to allow the ashes to burn out in his pipe before removing them, drawing on the pipe to determine this. Use previously learned trailing techniques to locate the ash tray with the left hand and with the right hand tap the pipe upside down over the ash tray to knock the ashes out.

Suggested Experiences for Further Evaluation

The Trainee will be observed by the instructor in social situations to further determine that he has practiced the safety techniques involved in smoking.

OBJECTIVE F:

The Trainee will demonstrate the ability to obtain those aids, appliances, and travel concessions of his choice that are available for the blind. In doing so, he will meet the following criteria:

- –use merchandise catalogs and determine which household, personal, or recreational equipment would be of value to him,
- –describe those travel concessions which are available, and
- –complete an order for one or more aids or the travel concessions.

Suggested Learning Experiences and Procedures

Primary skills employed: Auditory, Braille, Handwriting and Typing.

The general contents of the Aids and Appliances catalogs of the American Foundation for the Blind, the American Printing House for the Blind, Howe Press, and the Science for the Blind will be explained. For those items in which the Trainee is especially interested a detailed description will be given. A copy of the catalog will be made available to each Trainee. Selected items related to TDL will be examined and discussed. Aids related to other courses will be examined in those respective classes. Examples: writing guides in Handwriting class, measuring devices in Household Mechanics, and timers in Household Arts.

Using the braille or soundsheet catalog, the Trainee will practice completing the order forms for one or more items. This experience will be provided in the Handwriting and/or Typing classes.

UNIT IV: SHOPPING AND MARKETING

OBJECTIVE A:

The Trainee will efficiently plan for shopping. In doing so, he will meet the following criteria:

- –determine when to shop in person or by phone,
- –determine the best times to shop,
- –be informed on prices and sales,
- –be prepared with necessary information, such as measurements, sizes, colors and quantities, and the questions he may need to ask,
- –estimate the cost of proposed purchases, and
- –be prepared to pay for purchases with cash, check or credit.

Suggested Learning Experiences and Procedures

The Trainee's physical condition, projected degree of independence, home situation and type of neighborhood will be determining factors in establishing goals. Also, his habits, problems, and experiences in shopping will be discussed.

The advantages and disadvantages of shopping in person versus shopping by phone or mail will be evaluated. Factors related to type of purchase, convenience, efficiency, cost, and satisfaction will be considered.

The Trainee and the instructor will discuss the explicitness of verbal interaction necessary between himself and the clerk when making a purchase; specific information that must be given; questions that must be asked; possible responses he will receive; and further questions that may need to be asked when given incomplete information. The Trainee will be advised to frame all questions carefully in order to elicit exactly the information he wishes. Example: When buying clothing, it is not correct to ask "Is this dress washable?", because what one really wants to know is what complete laundering or dry cleaning care is required. The Trainee will also give special attention to evaluating the suggestions of the clerk or sighted companion in relation to his own personal taste on factors of color, style and suitability. A number of possible shopping situations will be simulated with the instructor serving as the clerk and the Trainee as the purchaser. Examples: Shop for a new dress or suit; shop for kitchen curtains;

shop for Christmas gifts.

Methods for keeping informed of prices and advertised sales will be discussed. These will include: radio and television advertising, newspaper ads read by a household member, local television and telephone services for the blind.

Measures one should take to assure a more satisfying shopping trip prior to the actual shopping will be discussed. These will include: (a) selecting the best time to shop in order to insure ease of mobility, availability of a clerk and sufficient stock from which to choose. Consideration should be given not only of the time of day, but also the day of the week and the season; (b) prepare to carry purchases home by taking along a string or canvas shopping bag, taking a personal shopping cart, planning to purchase a paper shopping bag at the store or planning to shop at stores which make deliveries; (c) verify that sufficient money is placed in the wallet for easy identification or that he has the appropriate charge card or checkbook and check template.

The Trainee will plan a shopping trip to a nearby shopping mall to purchase materials needed for a class assignment in either Household Arts or Household Mechanics.

Suggested Experiences for Further Evaluation

The Trainee will be required to plan for at least 3 shopping trips for purchasing selected items related to subsequent objectives.

OBJECTIVE B:

The Trainee will efficiently shop in a small neighborhood specialty store, such as a card shop or hardware store using the services of the clerk. In doing so, he will meet the following criteria:

- —go to, travel within, and return from the store using his mobility skills,
- —locate a clerk using sound localization and discrimination cues,
- —obtain services of the clerk and successfully provide and obtain information in the selection process of a predetermined item, and
- —accurately use cash, credit, or a check to pay for his purchase without unduly inconveniencing other customers.

Suggested Learning Experiences and Procedures

Primary skills employed: Mobility, Sensory, Spoken Communication and Handwriting.

The Trainee will recall similarities in the lay-out of specialty stores with which he is familiar and anticipate how these can be useful as orientation cues. Examples: (a) Many drugstores have three main counters, one near the entrance for the purchase of such things as newspapers, cigarettes, toilet articles and commercial drug items; the second on a side wall for the purchase of cosmetics; the third on the back wall for prescription drugs. (b) Hardware stores usually have seasonal merchandise near the entrance. During winter months, snow shovels and rock salt will be found there, and in the spring it may be fertilizer and grass seed.

The Trainee will be taken to shop in one of the small stores in the local vicinity. Prior to going, the various skills that he will use while in the store will be reviewed. If the Trainee is not an independent traveler, the instructor will also give at this time a verbal orientation of the store or give a walk-through orientation upon arrival.

The size and shape of the store will be determined and clerks and cash registers located. It is essential that the TDL instructor have prior communication with the mobility instructor as to what level of independence can be expected. Example: (a) If the Trainee is an independent traveler in the areas being used, he will be expected to determine sensory cues and to apply his independent mobility skills en route to, within, and from the store. (b) If the Trainee is an independent indoor traveler, but has not become independent in outdoor travel areas of the type being used, he will travel to and from the store human guide, but travel within independently. (c) If the Trainee is not an independent indoor traveler and travels only by human guide, he will be encouraged to interpret sensory cues and verbally direct the guide to the counter. This behavior is encouraged so the Trainee will have a greater feeling of orientation, confidence, and comfort in being familiar with his surroundings.

The Trainee will purchase one or more items by requesting the merchandise from a clerk. In the selection process, he will be required to ask appropriate questions, such as size, brand, color

and types. At this point in training, the Trainee will be expected to use either cash, credit, or check to pay for his purchases. If he uses his charge account, he will ask the clerk first to read to him exactly what she has written before signing his name.

The Trainee will have experiences in a variety of small shops that differ in their purpose, layout and organization, such as jewelry, drug, gift, electronic, and hardware stores. Shopping will include the following conditions: Shopping under the immediate supervision of the instructor; shopping while the instructor observes from a distance; shopping independently.

Suggested Experiences for Further Evaluation

The Trainee will shop independently for Household Arts, Leisure Time, and Mobility classes.

OBJECTIVE C:

The Trainee will shop in a department store for non-clothing items for which he will need to make a judgment. In doing so, he will meet the following criteria:

- —locate the desired department,
- —obtain the services of the clerk and successfully provide and obtain information in the selection process of a predetermined item, and
- —accurately use cash, credit, or check to pay for purchase.

Suggested Learning Experiences and Procedures

Primary skills employed: Mobility, Sensory, and Spoken Communications.

Problems involved with shopping in a department store will be discussed. Examples: The possible need to ask directions from the public; the need for increased awareness of tactual cues, such as non-carpeted or carpeted aisles; the increased difficulty in locating and making his presence known to a clerk.

Note: *The mobility aspects of actual travel within the store are handled within the mobility class. Examples: use of escalators; seeking directions from the general public; dealing with unwanted and unnecessary help from the public.*

The similarities in the layout of department stores that will be useful in orientation will be recalled. Examples: Jewelry, cos-

metics, ladies' handbags, scarves and umbrellas are usually located on the first floor of department stores with the umbrellas near an exit; the various clothing departments usually occupy the first few floors above the first; the housewares and furniture departments are usually found on the upper floors.

The techniques and cues that will be used to locate a counter and the services of a clerk will be established. The ringing of a cash register or the sound of a package being wrapped, as well as verbal interchanges between shoppers and clerks will serve as locational cues. Once at the counter, the Trainee will wait until he is noticed and approached by the clerk.

Experiences will be provided in shopping in a department store with the Trainee making inquiries about various types of items and comparing prices. During the selection process, he will be required to ask appropriate questions such as size, color, style, manufacturer's name and price. If the Trainee chooses to do so, he will make an actual purchase.

The Trainee will be provided with experiences, such as visiting a department store to purchase a predetermined item for which he will have to make a judgment in taste, such as a tie or a handbag. He will also visit several department stores and make comparative price inquiries regarding a preselected item, such as a particular brand or style of radio, mixing bowl set, refrigerator, cologne or hair dryer. These shopping experiences should be done under the following conditions: Shopping under the immediate supervision of the instructor; shopping while the instructor observes from a distance; shopping independently.

Suggested Experiences for Further Evaluation

The Trainee will independently purchase an item for his personal use and give the instructor an evaluation of the success or problems of his shopping.

OBJECTIVE D:

The Trainee will efficiently purchase appropriate and well-fitting clothing. In doing so, he will meet the following criteria:

–demonstrate a knowledge of current styles,

–identify and use tactual cues in judging quality of fabric and workmanship,

—obtain comple e information regarding color, care and price, and
—identify and use tactual cues in judging clothing fit.

Suggested Learning Experiences and Procedures

Primary skills employed: Tactual, Spoken Communication and Visualization.

The methods by which the Trainee will keep abreast of current styles will be discussed. Examples: Discussion with family and friends; descriptions given him of the clothes advertised in newspapers and magazines; discussions with clerks on shopping trips; reading fashion reports in magazines; attending fashion shows. The instructor will encourage the Trainee to experiment with new styles and to visualize his appearance in them, taking into consideration changes in his age, weight, and hair color since blindness. They will also consider in the discussion the reality that the blind person will, in most cases, rely, for final approval of a new purchase, on a trusted family member or friend.

Experience will be provided in identifying and establishing the tactual cues that will be used to judge good fit, such as: (a) the shoulder seams should be felt just at the end of the shoulder; (b) the sleeves should come to the bend of the wrist when the arm is straight; (c) width across the back should allow one to comfortably shrug forward; (d) width across front should, when buttoned, hang straight without gaps between the buttons, yet held close to the body; (e) length of dress determined by standing and placing the right hand on the right thigh, lean forward, and with the left hand, feel where the hem touches the right leg. For making some decisions, such as the length of slacks, assistance from a sighted person is necessary. The Trainee, however, should describe where he wants the bottom edge to reach and ask if it is at that point.

To gain a detailed and complete visual concept of a garment emphasis will be given to asking appropriate questions during the selection process such as color of the buttons and other trim, matching of stripes, checks, or plaids at the seams, and the care required.

The Trainee and the instructor will visit a store to examine garments. Tactual cues for differentiating between kinds and

quality of fabrics as well as judging the workmanship will be demonstrated by the instructor. Examples: the smooth texture of cotton versus the rougher texture of polyester knit; the various weights of polyester knit; the flimsy feel of cheap rayon versus the firmer body of good rayon; adequate seam allowances; finished seam versus fraying seams. The Trainee will try on several garments using previously learned criteria to judge the fit. He will be given necessary feedback by the instructor.

Suggested Experiences for Further Evaluation

The Trainee will select and purchase items of clothing, if he so desires, while in training. Examples: slacks that can be worn with a jacket already in his wardrobe; or a dress for a special occasion.

OBJECTIVE E:

The Trainee will demonstrate an understanding of the general layout and customary organization of a supermarket. In doing so, he will meet the following criteria:

—recall supermarkets with which he was familiar when sighted

and note similarities,
—demonstrate an understanding of the arrangement of merchandise on shelves and counters.
—tactually locate on a floor model various departments, aisles, checkout counters, and shopping carts of a local market, and
—cite useful landmarks and sensory cues that he can use to remain oriented in the store.

Suggested Learning Experiences and Procedures

Primary skills employed: Visualization and Tactual.

The general layout of supermarkets will be analyzed with similarities noted. Examples: The checkout counters at the front of store; the meat, produce, and dairy departments on the outside walls; categorical arrangement of the rest of the merchandise such as all paper products in the same area and ingredients for desserts and baking together.

The instructor will explain the customary merchandising arrangement of supermarkets which will aid in shopping. The overall plan of the store is set at the executive level and every item of inventory is allotted a space and position in accordance with the cost of selling, and in the profit earned. In the grocery department, for instance, local clerks must follow precise charts in stocking the shelves. Changes in the chart are infrequent and are seldom done on a large scale. Therefore, the Trainee can rely on being able to establish a landmark for such an item as chicken soup and always locating it in the same aisle on the same shelf and in the same number of rows from his landmark. This exactness will be found in the dairy department enabling the establishment and use of landmarks there. In the meat and produce departments, although a consistent pattern will be found, there will not be a similar exactness because of the seasonal fluctuation of the availability of products.

The Trainee will anticipate and name possible landmarks and sensory cues which he may use to locate specific departments within the supermarket such as: using the sound of the meat saw to locate the meat department; recognizing the change in temperature to identify the frozen food section; recognizing the smell of soap to identify the housewares section. Because of the complexity and need for exact landmarks in locating specific

items the instructor will advise the Trainee that he should select and thoroughly familiarize himself with and patronize one supermarket. It will also be recognized that sighted assistance from a nearby shopper or clerk is necessary for selecting some items such as packaged lunch meat or frozen foods.

Note: *The ability to tactually identify produce and meat by texture, consistency and shape, and to accurately estimate their weights will be emphasized through Sensory Training and Household Arts as well as during actual shopping trips in the TDL course.*

A floor model of a local supermarket will be tactually examined. During the examination the instructor will inform the Trainee of the relationship between such things as shopping carts and the doors, departments and aisles, end of counters and aisles, permanently situated display tables in departments, aisles, and checkout counters. The instructor will trace for the Trainee the general traffic pattern followed by most shoppers within that store. Upon direction from the instructor, specific department and aisle positions will be located. The Trainee will also describe the location of one department in relation to another.

Suggested Experiences for Further Evaluation

In future visits to the local supermarket, the Trainee will use the information gained from the floor model as an aid in locating the shopping carts, various departments and the checkout counters.

OBJECTIVE F:

The Trainee will efficiently purchase quality produce. In doing so, he will meet the following criteria:

—demonstrate an awareness of the customary arrangement of produce in stores,
—use systematic method to locate specific items,
identify produce and determine quality using size, shape, odor, and texture as cues, and
—select predetermined quantity of produce by estimating weights or judging numbers in package.

Suggested Learning Experiences and Procedures

Primary skills employed: Systematic-Investigative, Tactual, and Weight Estimation.

The Trainee and the instructor will discuss the difficulties that a blind person may have in shopping for produce, such as the possibility of making such mistakes as selecting zucchini squash for cucumbers, escarole for spinach. In addition, many stores package their products in plastic wrap which can make quality determination difficult. If he shops in such a store, he will be advised to locate the produce he wants and then ask for verification from a clerk or another customer.

The Trainee and the instructor will discuss: (a) the possible arrangement of the produce in that department. Examples: fruit grouped together and vegetables grouped together; alternating apples and oranges for the purpose of separating them by type and size: salad type vegetables grouped together. (b) distinctive characteristics of produce which will aid in identification. Examples: A delicious apple is longer than other types of apples and has bumps on the bottom; a tangerine is not as firm as an orange and is flattened on top and bottom; romaine lettuce is a longer leaf and has a distinctive long spine. (c) the criteria by which he will recognize quality produce. Examples: Unbroken skin on such produce as tomatoes; smooth, unwrinkled skin on peaches and peppers; absence of an over-ripe odor in such produce as bananas.

Produce will be examined. The instructor will describe the outstanding characteristics of each and assist the Trainee in judging the quality. The Trainee will estimate the weight of produce such as tomatoes, peppers, and string beans, and the quantity of produce in a bag, such as apples or oranges. Produce will then be located, identified, and selected as directed by the instructor.

The Trainee will describe those characteristics which he used to establish the quality of the selected produce.

Suggested Experiences for Further Evaluation

The Trainee will go to a local supermarket alone or with the instructor and purchase a predetermined amount of quality produce as directed by the Household Arts Instructor.

The Trainee will go to a local supermarket alone or with the instructor and purchase produce he needs for independent meal preparation in Household Arts class.

OBJECTIVE G:

The Trainee will purchase quality meat. In doing so, he will meet the following criteria:

- –demonstrate an awareness of the possible arrangement of meat in a supermarket,
- –use a systematic method to locate specific meat cuts,
- –identify meat cuts by size and shape and determine quality by texture,
- –select predetermined quantity of meat by estimating weight and judging approximate number of servings, and
- –secure the services of a clerk if necessary.

Suggested Learning Experiences and Procedures

Primary skills employed: Systematic-Investigative, Tactual, and Weight Estimation.

The Trainee and the instructor will discuss the problems in independently selecting meat products. When meat is prepackaged, as it usually is in a supermarket, the plastic wrap often masks and distorts imperfections in identifying characteristics. When a quantity of individual pieces, such as pork chops and chicken legs are placed together, it may be impossible to accurately determine the number.

The Trainee will be advised to independently select only the kinds of meat products which he can consistently and accurately judge to be of the quality and amount that he wants, such as a whole, uncut chicken, chops arranged side-by-side in a carton, steaks, ham slices. For others, he will be advised to obtain service at the meat department and have the butcher make his selection

for him. Examples: chuck roast; pork roast; chops which are arranged in an overlapping pattern; packages of a variety of chicken parts.

The Trainee and the instructor will tactually examine packaged meats and discuss: (a) the arrangement pattern of the meat counter establishing that meat products are usually grouped together according to type, such as ground chuck next to chuck steak, ground round next to round steak, and regular ground beef next to rolled roast. (b) the distinctive characteristics of meat products such as the shape of the bone and the softness of the fat of rib pork chops, the approximately round shape of the bone and the soft fat around three-quarters of the slice of ham, the elongated shape, small round bone, and the absence of fat on veal cutlets, the hard fat and the distinctive club-shaped bone of sirloin steak. (c) the characteristics of meat cuts which can be used to tactually recognize quality meat products, such as the ratio of meat to fat, the amount of waste fat, the amount of marbling where appropriate.

The Trainee will practice examining packages of meat to differentiate between meat, fat and bone. He will then identify the cut and type of meat, estimate its weight, number of servings, and judge its quality with the instructor providing necessary feedback.

Note: *The Trainee will have the opportunity to tactually examine uncovered meat in the course of his Household Arts class.*

Upon direction from the instructor, given cuts of meat of approximate servings and weight will be selected, such as a package of ground chuck weighing two pounds, a leg of lamb weighing six pounds, a rump roast to serve six people.

The Trainee will obtain the services of a clerk at the meat

counter and purchase a given cut of meat, such as an English cut chuck roast.

Suggested Experiences for Further Evaluation

The Trainee will independently select and purchase the meat required for an independent meal assignment in Household Arts class.

OBJECTIVE H:

The Trainee will efficiently purchase grocery and dairy products in a supermarket. In doing so, he will meet the following criteria:

- –make a master list of items to be purchased in the sequential order of a local supermarket,
- –establish specific landmarks for locating items,
- –safely travel through the store in an orderly progression, pulling rather than pushing the cart,
- –use the master list to locate and select items,
- –when necessary, seek verification from clerk or fellow customer using sound localization to identify them, and
- –check out purchases confirming selections.

Suggested Learning Experiences and Procedures

Primary skills employed: Systematic-Investigative, Tactual, Auditory, Spoken Communication and Mobility.

The Trainee with the instructor will go to a local supermarket with which he has already been familiarized through the model. He will also have had experience in locating the produce and meat departments. Further orientation to the location of other departments, the number and letter designation of the aisles and the sequence of food categories on all walls and in all aisles will be provided at this time. This information will be put in braille, large print, or on tape. Following this, various aisles and categories will be located as directed by the instructor.

The method of locating specific items on the shelves will be explained. (a) Use a tactually-recognizable regularly-repeated distinct feature common to all the shelves as a landmark, such as shelf support or seams. (b) Count the number of jars, cans, or packages of the desired item to the left or right of that seam or brace. Since each item at the front of the shelf has a row of iden-

tical items lined up behind it each item represents a row. Any cue available in a particular aisle will be used to locate the seam or support brace that will serve as the landmark. Examples: If the item is on any of the first three shelf sections near the end of the aisle, the Trainee may count the appropriate number of seams from the end of the aisle. If the item is beyond the third shelf section and each category in that aisle can be distinguished tactually by the packaging, the Trainee will proceed to that section and locate the seam which starts the wanted category. If the item is beyond the third shelf section from the end and the neighboring items are not distinctive in packaging, the Trainee may use the categorical arrangement of the opposite aisle as the cue. For example, canned tomatoes would be fourth row left of the seam directly opposite the first seam of spaghetti and macaroni section. If the item wanted has no distinctive merchandise around or across from it, the Trainee may use some distinguishing feature about the shelves or cases nearby, such as the spaced series of name plates across the front of the frozen food case. (c) Safely locate an item by trailing always from the edge of the shelf to the back; use both hands to remove a can from a fully stocked shelf; check the top of each can or box before removing it to make sure it is the top one. The supply room at the agency may be used for preliminary practice.

A master list for shopping will be made. Given a list of grocery and dairy items by the instructor, the Trainee will list the items in the sequence in which they will be located in an orderly progression through the store rather than in an alphabetical or random order. The items must be specified according to important differences, such as brand and size. He will then go to the

supermarket with the list and a pocket tape recorder. Each item on the list will be located by the instructor. With assistance, the Trainee will note all necessary information to independently relocate the item. With a landmark established for each item, this list becomes his master list which will be used as a reference for all future shopping. The Trainee will practice locating various items according to the landmarks noted on his master list.

Methods for avoiding selecting the wrong item because it has been carelessly moved by another customer will be discussed. Examples: being familiar with the recognizable details about the brand he uses which makes it different from other brands, such as the scalloped design just above the narrowest part of the Ivory liquid detergent bottle; selecting only the items which are in exact line with the row behind it; when in doubt ask for verification from the nearest sighted person or the clerk at the checkout counter.

The Trainee will practice pulling the shopping cart from the front rather than pushing, and making sure that it clears corners before making a turn. The Trainee will be instructed in the use of personal shopping carts and store shopping carts in Mobility class.

Checkout procedures in a supermarket will be examined. The Trainee will be advised to pull the cart into the checkout so that he may remove items more easily. In order to confirm the accuracy of his selection, he will ask the clerk to identify each item and its price as she checks them out. He will be reminded to double-check his shopping cart for any remaining items.

The Trainee will be given a list of grocery and dairy items by

the instructor. He will organize this list by arranging the items in sequential order and noting their landmarks from his master list. He will then go to the supermarket with his shopping list in braille, tape or large print and efficiently and accurately locate those items. This will be done under the supervision of the instructor.

Suggested Experiences for Further Evaluation

The Trainee will prepare a marketing list for a dinner party for four and note the landmarks from his master list. He will then visit the supermarket and locate those items.

OBJECTIVE I:

The Trainee will independently shop in a supermarket. In doing so, he will meet the following criteria:

- –go to, travel within, and return from the store using sensory and mobility skills,
- –instruct a sighted person in the method of orienting him to the store,

—apply all previously learned skills, and
—accurately and efficiently pay for his purchases.

Suggested Learning Experiences and Procedures

Primary skills employed: Mobility, Tactual, Auditory, Olfactory, Spoken Communication, Household Arts, Techniques of Daily Living, Braille, Audio Device Instruction, and Handwriting.

The Trainee will be given a list of produce, meat, dairy, and grocery items. He will then organize his own list and note landmarks from his master list. He will then independently go to the supermarket and purchase the items.

The Trainee will receive an assignment from the Household Arts instructor to plan and prepare an independent company meal. He will go to the supermarket and purchase the ingredients for the meal.

The Trainee will be oriented to and make a master list for an unfamiliar supermarket. He will first be oriented to the store. At home he will make a list of everything he normally buys in a supermarket, putting it in a sequential order of that store. At the store each item will be located for the Trainee by his companion. He will then note all the information necessary to independently relocate the item. He will inform the instructor when he has accomplished this, describe the layout, and present his master list to the instructor.

Suggested Experiences for Further Evaluation

The Trainee will compile and organize a list and note landmarks and approximate cost for a holiday dinner for eight, and/or a cocktail party for twelve, and/or a week's groceries for his family.

PROGRESS CHART
TECHNIQUES OF DAILY LIVING
(Adventitious)

RATING SYSTEM

0—No instruction given.

1—Independent, no limitations.

2—Requires more practice, need not be supervised.

3—Requires additional supervised practice and instruction.

4—Received instruction. The prediction is that the individual will always need supervision and/or assistance in this activity.

5—No instruction given, is independent in this activity.

UNIT I: EATING

___Approach Table
___Seat Oneself
___Trailing Technique
___Table Orientation
___Identify Foods
___Back-Up Technique
___Anchoring Technique
___Cutting
___Spreading
___Seasoning
___Pouring
___Apply cream and sugar
___Receiving and Passing
___Self-Service at Table
___Self-Service at Buffet
___Public Dining

UNIT II: PERSONAL GROOMING

___Safety in Bathtub or Shower
___Personal Hygiene
___Organize Wardrobe
___Hair Care
___Foot Care
___Manicure
___Shaving
___Mustache and/or Beard Care
___Clothing Identification
___Clothing Care
___Make-Up
___Shoe Care
___Pack Suitcase

UNIT III: SPECIAL NEEDS

___Smoking
___Braille Watch
___Telephone
___Coins
___Paper Money
___Aids and Appliances
___Travel Concessions
___Package

UNIT IV: SHOPPING AND MARKETING

___Purchase Clothing
___Shop in Specialty Store
___Shop in Department Store
___Shop in Supermarket

PROGRESS CHART
TECHNIQUES OF DAILY LIVING
(Congenital)

RATING SYSTEM

0—No instruction given.

1—Independent, no limitations.

2—Requires more practice, need not be supervised.

3—Required additional supervised practice and instruction.

4—Received instruction. The prediction is that the individual will always need supervision and/or assistance in this activity.

5—No instruction given, is independent in this activity.

UNIT I: EATING

___Approach Table
___Seat Oneself
___Basic Techniques of Trailing
___Table Orientation
___Purpose of Spoon
___Purpose of Fork
___Purpose of Knife
___Posture at Table
___Spooning
___Spearing
___Use of Napkin
___Identify Foods
___Soup
___Back-Up Technique
___Anchoring Technique
___Application of Cream and Sugar
___Cutting
___Spreading
___Seasoning
___Spaghetti
___Receiving and Passing Foods
___Self-Service at Table
___Self-Service at Buffet
___Pouring
___Public Dining

UNIT II: PERSONAL GROOMING

___Lather Soap
___Wash Hands
___Wash Face
___Safety in Bathtub and/or Shower
___Use of Deodorants
___Brush Teeth
___Shampoo Hair
___Groom Hair
___Feminine Hygiene
___Buttons
___Hooks and Eyes
___Snaps
___Dress or Pant Zippers
___Belt Buckles
___Shoe Strings
___Jacket Zippers
___Pinning
___Necktie
___Bows
___Organize Wardrobe
___Fold Flat Pieces
___Fold Underclothing
___Hang Shirt
___Hang Slacks
___Fold Sweater
___Color Coordination
___Shine Shoes
___Shaving Techniques
___Care of Beard and/or Mustache
___Set and Style Hair
___Foundation
___Blush
___Lipstick
___Eye Make-Up
___Fold Skirt and/or Dress
___Pack Suitcase

UNIT III: SPECIAL NEEDS

___Light Cigarette
___Identify Coins
___Telephones
___Time
___Braille Watch
___Handle Paper Money
___AFB Catalog
___Package Wrapping
___Barber/Beauty Shop

UNIT IV: SHOPPING AND MARKETING

___Select Clothing for Purchase
___Shop in Specialty Store
___Shop in Department Store
___Select Produce
___Select Meat
___Shop in Supermarket